DOCUMENT RESUME

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IDENTIFIERS	*Netherlands

ABSTRACT

Twenty adult education programs being conducted in the Netherlands are described in the case studies in this packet. The courses range from adult basic education to continuing education courses in languages, from basic nursing courses to advanced neurology. The following programs are profiled: (1) open school (Balde); (2) study house for adults (Wilson); (3) Dutch as a foreign language (Wilson); (4) Dutch as a foreign language for adults (Zuidhoff); (5) television academy (Dircken); (6) psycho-geriatrics for home helpers (Oosting); (7) inservice occupational training for bank middle managers (Zuidhoff); (8) advanced nursing course (van der Stel-Overdulve); (9) part-time training in sick care (van der Stel-Overdulve); (10) inservice training in basic general nursing (van den Berg-Ran); (11) part-time course for teachers of nursing (van den Berg-Ran); (12) improvements in medical practice (Dresscher); (13) practical neurology (Dresscher); (14) medical specialists (Oosting); (15) occupational retraining in office skills/word processing (Balde); (16) language school for refugees (Stark); (17) assertivity course (Nijhof); (18) preretirement education (van Straalen-Vanwaard); (19) reentry course for women in construction trades (de Ruiter); and (20) management and computer education for reentry women (Stark). Program descriptions include information on contact person, type of program, sponsoring institution, content, participants, funding and budget, goals and outcomes, and suggestions for improvement. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category and guidelines for contributors.) (KC)

ED311178

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: NETHERLANDS

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy

23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

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*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
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22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
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22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
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29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
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29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
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*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
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*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
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41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
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41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
15H/1-17	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
15H/1-17	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
16A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

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22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

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2U/1-5	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
2V/1-17	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
21C/1-6	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

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45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22O/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
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36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
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||

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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City or Town ______ State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

OPEN SCHOOL

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. ADULT BASIC EDUCATION - LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

LOCAL OPEN SCHOOL PROJECT

6. Basic characteristics of service area

A. LOCAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description 1981-87

TRANSLATION

Descriptive Items: Open School—Hoeksche Waard

Maatje Baldé, University of Leiden

A. Setting

The Hoeksche Waard is an island approximately 15 km south of Rotterdam. There are 14 villages there with 1400 to 15,000 inhabitants. The total population on the island came to 70,500 people in 1981 and to 76,800 in 1987.

The population formerly subsisted primarily from agriculture. Since the island has been connected with the mainland by tunnels and bridges (notably Rotterdam and its industrial areas), more and more people have moved out of the city into the countryside. At present 67% of the working population works outside of the island.

Schools for continuing education are in the following communities:

Numansdorp:	MAVO - Christian / a secondary school system MAVO - neutral [non-sectarian]
Klaaswaal:	Agrarische School (lbo [= *lager beroepsonderwijs*] / agriculture school on secondary level
Oud-Beijerland:	Scholengemeenschap voor Lbo / secondary school for technical and householding jobs Mavo High school - Christian / secondary level and preparing for university High school - non-sectarian

The villages in the Eastern portion of the island use primarily the school facilities in the city of Dordrecht (formerly accessible by ferry, for six years now by tunnel)

Change has now come to this society which used to be so traditional. There are more opportunities for continuing education for boys as

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well as for girls, on the one hand due to better roads and bus connections and on the other hand due to modern influences from outside the island (the influence of mass media, the migration from city to country). As is apparent from the description of the setting, there are potentially many people in this area who belong to the target group of the Open School, namely people with a number of years of continued education beyond the elementary school.
A number of factors underlie this:

- the isolated situation of the remote villages
- the formerly so traditional society (in which the church plays and played an important part)
- the economic circumstances before, during and after the war

B.

1. The goals of the Open School

The goal of the 'Open School Hoeksche Waard' is based on the national description from the *Raamplan* [general plan]:

a. Increasing general basic knowledge and skills,
b. Broadening and deepening the orientation to society, aimed at
c. personal development and, in connection with this, at
d. increasing opportunities and readiness to function effectively as a member of society in one's own living and work situation.

The program consists of:

1. subject courses (choice among Dutch, English, arithmetic, mathematics, geography and history) and

2. concentration (in which topics are treated which are chosen by the group, such as health, politics, art, nature, history, (atomic) energy, fashion). The starting point in selecting the concentration is to tie into the level and interests of the individual participant. The learning rate also is to a large extent determined by the participant himself. A corollary goal is to stimulate the participants and point out continuing education programs [to them]. Each year there are one or more courses of 8 to 16 participants organized per village or in a central village. Instructional timetables are discussed in consultation with the participants. This can vary from one meeting a week (or subject or concentration) to twice a week. There are 5 day groups and 3 evening groups.

An academic year runs from August to June. One is permitted to carry on for at most 2 years at the Open School (with a course frequency of 2 meetings per week). Other rules apply to emigrants. If participants cannot take classes due to circumstances (illness, or illness of family or housemates, etc.), they can interrupt them temporarily and resume later. The length of the course can be extended at the same time in connection with this.

It is required to take concentration-courses. These are rounded out by the writing of an individual project [paper, piece of work]. The subjects can be taken according to choice. The highest level that can be attained is second class Mavo.

2

Benefits

Approximately 100 course participants start per year

A handful of participants begin between after the course has already started. The percentage of dropouts amounts to about 10%. After the 2 years have been taken and the requirements met, the participants receive a 'declaration of completion'. This states which subjects were taken and up to what level. With this certificate participants can move on to an educational program at the Day and Evening Education for Adults (evening mavo), the Transition Course for the MdgO or an administration and office automation [computerization] course.

C.

Procedure

1. Planning - Each year the subject instructors discuss with each other which books they will use. In the first years after the start [of the program] they consulted regularly about the teaching method, the usefulness of the various books, etc. The team is actually rather stable, and there is consultation now at the beginning of the academic year, during the weekly meetings and whenever necessary. The concentration teachers [course leaders, lit. 'accompaniers'] have great individual freedom and responsibility for their own groups. The goals of the Open School work serve as the basis here.
2. Methods - In subject courses, most work is done in small groups. One works at the same pace. The subject teacher discusses with each group what they can work on, explains and supervises. The emphasis lies on doing things oneself, tying into the level of the participants as far as knowledge and use in daily life are concerned.

Sometimes classroom exercises or tests are performed. Use is also made of cassette tapes. The books can be borrowed at no cost.

In the social concentrations, the task of the instructor is primarily to bring the group toward selection of a concentration. The educational bases are: experiential learning, mutual learning, integration of instruction and culture and self-determination and self-control. Various materials are used in this: blackboard, easel pads, slides, video, bookcases from the library, cassette tapes, guest speakers, group discussions, work in small groups or individually, stencils, '*rondje*', or excursions.

The concentration chosen is treated as a rule in general terms the first time. An survey is taken of what the participants already know, of the possible subtopics and of individual interest. The instructor uses various methods to do this which are familiar from the literature about group work or have been developed by other professional colleagues. After that it is determined jointly what more will be offered. The task of the instructor is above all to structure the desired course material. The participants in turn make a report on the meetings. In this it is recorded what has been discussed and what has been agreed on.

The participants write a paper/do a project each year about a topic chosen themselves.

3 Professional development

Team consultation: The instruction functions from a team structure: the team as a work and learning site. All teaching staff (concentration and subject instructors) have a team consultation weekly for 2½

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hours under the leadership of the coordinator. At th[ese meetings] come into consideration: concentration-topic of the groups, bottlenecks concerning the material to be taught, difficulties with individual group members or the group process.

Once a month a general team consultation takes place. At that time policy changes and such are explained and discussed. The administrator is present at this [meeting].

Written support. Class materials, such as the working-out of a concentration, a language lesson or a method of calculating, are kept in a central location so that other teachers can also make use of them. Written materials are also produced at the national level for Open School instructional staff.

The IWOS has produced about 30 publications for support of the concentration-lessons, the subjects and the team (the Blue series). Since July 1986, the newspaper "Basic Education Newsletter" has appeared, a monthly meant for all types of basic education. Previously each type of education had its own journal

The coordinator and staff are directly responsible for carrying out the policy They are responsible to the administration of the Open School Foundation.

At the same time the coordinator maintains external contacts, such as other institutions for (basic) education in the surrounding area, the municipalities, the employment office, the Hoeksche Waard Consulting Body, the Regional School, Social-Cultural Institutions in the villages, the Social Academy, the Instructional Committee BKE and the Regional Education Project. Another important task of the coordinator is to have an eye for the realization of new develop-

29A/7

ments in the field of adult education. Thus, there has been a Transition Course since 1982 with which Open School participants can move on to vocational instruction (Secondary Social Pedagogical Vocational Education).

Another important development in our society is computerization. The Open School has also developed vocational programs in this (in cooperation with the Regional Employment Office [Gewestelijk Arbeids Bureau], GAB). Course participants, often reentering women, learn to work with word processors and bookkeeping programs.

Coordination thus has an important task in the development of many different types of adult education, in the following of national directives and in the use of subsidy regulations.

4. Participation - Recruitment of participants occurs yearly by means of distributing folders house to house. An informational evening or afternoon meeting is held in each community in the local town hall or social-cultural center. Potential course participants can ask questions here about the Open School's working method or meet the instructor. At the same time, notices, articles or interviews appear in the free house-to-house handouts. Further, posters hang in public buildings, appearances are made at street fairs and information is provided to organizations.

In recent years new course participants have also been coming in via former participants. There are no waiting lists.

The participants all have had a reason to begin with the Open School. It often turns out that people have been 'looking for something' for a number of years already. There is regular discussion of

29A/8

the home situation during class sessions. Many have something in this regard which is 'problematic'. It depends heavily on the instructor to what extent one gets involved in each other's private situation. Participants who stop attending without calling in are always approached by the teaching staff. Information is sought as to the reason and [students] are encouraged to come again. It is a threat to the staff if course members quit. Even if everyone has a very valid reason, a large percentage of dropouts can be a determining factor in the working atmosphere of the group.

D. Input

1. Participants [Insert A - p. 29A/9.1

Diagram 1. Overview of the number of course participants at the Open School, distributed over the number of villages.

[heading translations]:

1. year; 2. number of villages with an Open School group; 3. number of groups 4. total number of participants; 5. number of participants in the Transition Course; 6. number of participants in the Computer Science course; 7. number of dropouts; 8. students entering after the course has begun

Source: Open School—Hoeksche Waard yearly reports, 1981-86.

The previous education of participants varies from elementary school to three years' continuing education. The great majority are of Dutch nationality and are females. Participants' ages vary from 23 to 75 years.

2. Needs - National research has shown that large groups of people at this time have experienced a shortage of education and general

INSERT A

DIAGRAM 1.

1. jaar	2. aant. dorpen	3. aant. groepen	4. aant. deeln.	5. aant. Schakel	6. aant. adm/inf.	7. uitval	8. instr
1981	7	8	97	-	-	12	5
1982	6	7	99	18	-	15	4
1983	6	8	100	18	-	21	6
1984	5	7	85	15	37	14	
1985	6	8	98	15	56	11	4
1986	6	8					

Schema 1. Overzicht van het aantal cursisten bij de Open School, verdeeld over het aantal dorpen.

1.: year

2.: Number of villages with an Open School group;

3.: number of groups;

4.: total number of participants;

5.: number of participants of the Schakelcursus;

6.: number of participants of the course Informatica

7.: number of uitvallers;

8.: tussentijdse instroom.

Bron: jaarverslagen Open School - Hoeksche Waard 1981 -1986.

INSERT B

DIAGRAM 2.

program staf	basisschool	Mavo	Scholengemeenschap
administrator(40) 4616=100	4700=102	7500=163	
Instructors 4030=100	3350= 83	3760=93	5221=130
other (typist) 3068 21	x	2800=90	

Tabel 2.

Gemiddelde inkomens van onderwijzend personeel, die ongeveer 10 jaar bij het onderwijs werkzaam zijn.
Personeel bij de Open School is gemiddeld 10 jaar werkzaam in het onderwijs.

6. Faciliteiten - Het kantoor van de Open School is gehuisvest in Oud-Beijerland achter het voormalige gemeentehuis. Er zijn 4 kamers. Hier werken de administratieve krachten en coördinatoren en vindt het teamoverleg plaats. De Open School lessen worden in de diverse dorpen georganiseerd (zo dicht mogelijk bij de deelnemers). In deze dorpen worden ruimten gehuurd in een buurthuis of sociaal cultureel centrum.
Hier is meestal een bord aanwezig. De tafels staan in een kring opgesteld.

7. Other (P.R.) - Een aantal dorpen hebben een vrij stabiele hoeveelheid groepen en deelnemers per jaar. In andere dorpen

development. In this area as well, three “spontaneous” Open School groups were rolling by 1981.

Co-management: The Open School has a Participants’ Council. Two participants per group and two instructional staff sit on it. Once every two months they discuss among other things the following items:

- exchange of experiences
- input concerning policy and administration of the Open School
- making arrangements for the school newspaper to be produced, the yearly joint excursion, the graduation party [lit. ‘farewell evening’].

None of the participants is a member of the administration of the Open School.

3. Staff - The team is composed of the following:

- coordinator (32 hours);
- coordinator (8 hours);
- 12 part-time instructors (they work from 8 a.m. to 12 midnight; in all 119 hours are divided among these 12 people);
- one administrative employee for 20 hours;
- one typist for 8 hours per week.

The education of the staff: teaching academy, social academy, teacher training program (social education, civics), M.O.-English [secondary college-prep certification], L.O.-business practice [secondary age but lower-level training—non-college prep]. Most of them have accumulated experience in other jobs in education.

4. Content - In the subject courses mostly Dutch and arithmetic are chosen. Then come English, mathematics and other subjects like geography or history. In concentration courses it is striking that a number of topics have been chosen by each group throughout the two-year course. These are: health, politics (local or national, often prior to elections), the living environment or the history of the region.

5. Finances - The course participants pay course fees of 60 guilders per year. The possibility for installment payments exists for people on [public] assistance benefits. The staff is paid with money from the local and national governments (the contribution is calculated by per capita population).

Direct costs:

rent

teaching staff

materials

Requests for subsidies are submitted to:

- Ministry of WVC (Science, Public Health and Culture)
- community pays 500 guilders per participant
- 60 guilders times the number of participants

program staff	elementary school	Mavo	comprehensive school

Table 2. [Insert B p. 29A/9.2]

Average income of teaching personnel employed in education for about 10 years.

Personnel at the Open School has been active in education for 10 years on the average.

6. Facilities - The Open School office is housed in Oud-Beijerland behind the former town hall. There are 4 rooms. The administrative employees and coordinators work here and team consultations take place here. The Open School classes are organized in the various villages (as close as possible to the participants). Rooms are rented in these villages in a community center or social-cultural center.

There is usually a blackboard there. The tables are set up in a circle.

7. Other (P.R.) - A number of villages have a fairly stable amount of groups and participants each year. In other villages an Open School group runs for a number of years which then fades out if there are insufficient participants. Factors underlying this are unclear. The most frequently occurring reason for dropping out are "personal circumstances" such as moving, illness in the family or of the person himself. Sometimes people quit because their expectations were different. Every year there are a number of set periods when several participants stop attending. These are the months of January, May and June. There are presumably factors in play here which can be attributed to the woman's function in the family: she is permitted to have something for herself only if other family members do not experience any inconvenience from it. The household duties must go on.

In recent years there has been the impression that more people with problems of a psycho-social nature have been attending the Open School.

People have been coming to the Open School more and more via word-of-mouth advertising.

The National Employment Office refers people from the target group regularly to Open School courses. With them there is close cooperation in the Administration and Computer Science courses. Social Services or the RIAGG [Regional Institute for Ambulant Mental Health Care] refer through to the Open School.

Press reports regularly appear in the regional newspapers. On special occasions the local press is invited, and they produce articles.

The community institutions support basic education and vocational education activities.

The Open School generally has a good name on the island.

E. Evolution - National situation

The Open School Commission (COS) was instituted by the government in 1974. The purpose of the COS was to investigate which educational needs existed for groups of adults which previously had not had (much) more than elementary school. The recommendations of the COS lead to the Open School Trial Projects Foundation (SPOS). in 1977 the Open School started up in 14 locations in the Netherlands. The need appeared to be such that many 'spontaneous' Open School projects emerged in addition to the official trial projects (25-30% of the adult population have no more than a few years continuing education). The SPOS period lasted from 1977 to 1981. After that the

trial projects were converted into projects [called] ‘Introduction [to the] Open School Working Method’. The team leaders of the 14 separate projects formed a General Plan which reflected the development in actual practice and which met with broad response.
Open School projects at 31 sites in the Netherlands under the leadership of a coordinator have been realized from 1981 until 1987.
In the 1970’s all different types of adult education were set up in the Netherlands: from below, tying into the desires and requests of inhabitants, and from above, promoted by the government.
In this case description are treated the projects for adult education initiated by the government, namely the Open School Hoeksche Waard.

Future Changes:

All educational activities for adults with a few years continuing education have often emerged in the past as a result of need and have been carried out by volunteers. As a result of this, these provisions [i.e., of courses] are housed in many different institutions. The government wishes to achieve more uniformity on the regional and local level and has established the Basic Education Law.
This law becomes operational as of August 1987.
The following provisions will fall under Basic Education on this island:
- the Open School
- the transition course for the MdgO already worked with
- ‘step-up’ course for the MAVO paid instructors
- Woman and Workshop (partial)

- the literacy courses
- Dutch for Cultural Minorities

worked previously exclusively with volunteers

The rules and regulations are set by the Government and must be carried out on the regional and local levels.

F. Influences -

The management and the administration of the Open School — Hoeksche Waard Foundation have since 1981 been very active in the designing of courses in the area of adult basic education.

• In 1982 the Open School started, in cooperation with the Mercurius Foundation (this provides day and evening instruction for adults), a Transition course for MdgO. This program lasts two years, and with the diploma acquired one has access to the MdgO or Social Academy. The subject package consists of Concentration, Dutch, Arithmetic and English. The Transition Course can be seen as a "flow-through" educational program between the Open School and the MdgO. It serves as a 'foretaste' for a directed vocational training program. The course participants can refresh the knowledge they gained in school and learn how to study.

• In the Netherlands there is a great shortage of personnel who can do word processing. Sources of subsidies were tapped, and at the moment there are various computerization courses (quick intensive, long-term, combined with practical office experience, among other things) in cooperation with other agencies, such as the GAB (Regional Employment Office), the Regional School and the Open School.

Other projects which fall under the Open School Foundation are:

- Vocational and job-search [lit. 'application'] courses of Woman and Workshop;
- Work experience projects for unemployed young adults (working with saving of unemployment benefits)
- Moreover, staff members are occupied in the development of a program for adults who wish a service or technical job: PBVE (primary job orientation [in] adult education)

[Note: Remainder of text was written as follows, in English]:
The program of the Open School is quite stable since it has started. The State and local government have given financial support and the team has been able to set up more types of adult education needed in this area.

Future developments

In August 1987, after the Basic Education will be realized, there will be a great change for the staff and instructors in thier field. Most probably, the participants will not notice any difference of [from] this change. But for the staff, the changes will be great.
E.g. the mentioned classes for illiteracy and ethnic minorities were set up by volunteers. Some of them will become paid teachers, others will stay volunteer. The staff shall have to give lots of efforts to internal organization instead of improving materials for their participants. Another bad change will be the professional demands of the instructors. Now, the instructors are specialized in one area (English, Dutch or arithmetic or social work). But in the Basic educa-

tion each instructor has to be able to teach all the subjects. They'll have to follow [take] additional short term classes. This will devaluate the program.

Of course, the staff will feel responsible about [for] the good quality of the teachers, but some exceptions will be a bad quality.

G. Representivity

The administrator has great influences on the development of educational activities on the island. Awareness for new developments in our society both from government rules and needs of the population have set a rather complete set for basic education.

About 30% of the participants take part in a form of adult education. Formal education such as the Schakelcursus [Transition Course] or Avond Mavo [Evening Mavo]. Non-formal education such as and [*sic*] classes at Social Cultural Centers. And Informal education as working as a volunteer. Continuity will be guaranteed as the government has taken measurements [measures] to set up a network of basic adult education over [throughout] the country.

JAN 11 1988

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World Perspective on Adult Education

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Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

STUDY HOUSE FOR ADULTS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. ADULT BASIC EDUCATION - LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

SUBSIDIZED VOLUNTARY ORGANIZATION

6. Basic characteristics of service area

A. CITY geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description 1986

29B/1

The Study Houses in the Hague

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TRANSLATION

A. Setting

The HCT (Cultural Meeting Center in the Hague) is a foundation in the Hague which came into being as a result of the merger of various associations which had been organizing educational activities. The HCT implements diverse projects. One of the projects is the Study House Plan. This project is geared to neighborhoods and offers courses where one can practice Dutch, listening, speaking, reading, and writing and also different social skills.

The Hague is the fourth largest city. It is located in the western part of the Netherlands and has 450,000 inhabitants. Of these 403,000 are native to the Netherlands, 42,000 are non-natives. The majority of the non-natives come from Turkey and Morocco, countries where, during the time of economic boom in the Netherlands, workers were recruited because they were needed here.

There are also many people from Suriname, a former Dutch colony. They came for various reasons—economic, political, and personal.

B. Outcomes

1. Goals

The goal of the Study House Plan is to help disadvantaged people think and act critically, work on improving their own situation by seeing to their own interests, and possibly continue their education. The Study House hopes to attain this, near their homes, by giving people the chance to practice the various facets of the Dutch language—listening, reading, speaking, and writing—in order to familiarize them with various social skills. Time is also spent on English and practical mathematical skills.

In the Municipal Education Plan of 1978, which was issued by the city of the Hague, is was decided that basic education for adults should take shape around the neighborhood. It was at this point that the Cultural Meeting Center in the Hague developed the Study House Plan.

2. Methods

The method used in the study houses attempte to complement the experiences of the participants. The program is done in an "open-school" manner. This implies, among other things, that much is done to integrate training and instruction. The program must be done topically, and at the same time, be grounded in the experiences of the participants. Much attention must be paid to the maturity and capabilities of the students, but at the same time, the group process and sphere is extremely important. The instructors make creative use of learning materials such as books, worksheets, cassette recorders, blackboards, videos, and didactic art supplies.

Some groups meet one time per week for 2.5 hours, others two times per week.

The are about ten persons in each group, who are all at the same level—A, B, or C. The A-group is subdivided into groups A_1 and A_2. In addition to these "pure" groups, there can also be mixed groups at the A_1/A_2, A_2/B, and B/C levels.

The distribution according to level is determined in the following manner: Dutch and Surinamese, who read and write at a low level and want to learn elementary skills, make up the A_1-group. Dutch and Surinamese, who can do a bit more, make up the A_2-group. Dutch and Surinamese who want to refresh the basic and social skills (functional illiterates) make

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up the B-group. Participants who want to round off their education or take a first step toward a continuing education course, make up the C-group.

There are also groups which are composed entirely of foreigners. These groups are divided according to level. Foreigners, who neither speak nor understand Dutch but are literate in their native language, form the Beginners Group. Foreigners, who have already taken courses in Dutch or who have already been in the Netherlands for a while, make up the Intermediate Group. Foreigners, who understand almost everything and are also conversant, form the Advanced Group. Foreigners who are illiterate in their own language, are divided into Beginners (speaking skills; little/none), Intermediates (speaking skills; fair), and Advanced (speaking skills; good). Foreigners and Dutch, who have difficulty with simple mathematics make up the final group. In general, the class periods take similar form. Much attention is paid to basic competency in the Dutch language. Sometimes the stress is put on reading, and sometimes on one of the other skills. The instructor helps the students do exercises on an individual basis. The students are also encouraged to help each other. A 'learning line' has also been set up. Here it is made clear, which pedagogical methods are to be used in groups A_1 through C. The learning line does not need to be followed step for step, but functions as a guideline for the instructor.

Various methods are used in the groups for foreigners. The audio-lexical method (for expansion of passive vocabulary) is used in the Beginners Group. In addition, the following textbooks are used: Zeggen en Schrijven, Makkelijk praten, Spreekt u al Nederlands?, En nou in het Nederlands.

The instructors are free to make their own choice They also have lists with suggestions for exercises and tests for each of the learning skills

3 Improvement

In order to determine the appropriate level for the participants, the Study House has developed examinations for the various levels One of the most important goals of these exams is that they be geared to adults There is a preliminary course for students at the C-level, who plan to continue their studies This serves to bridge the gap and prepare them for other forms of instruction.

Foreign students have the possibility to obtain the "Certificate of Dutch as a Foreign Language " This examination was set up in 1977 for foreigners by the Ministry of National Education and Dutch Culture in Belgium and the Ministry of Education and Science in the Netherlands There is a certificate for examinations at three levels: elementary, basic, and advanced. Each level has examinations for each of the four skills (reading, listening comprehension, speaking, and writing). At each level full and partial certification is awarded The certificates entitle the holder to access to continuing courses and are recognized by the ministries There are teaching- training courses for the instructors; especially with regard to remedial pedagogy, and computerization

There are five teacher-training days in every academic year which all educators (instructors) must attend Each year a different topic is treated. During the academic year 1986/1987 the topic was "Writing." The method developed by Frank Smith was taken up In prior years topics have included,"Working with Themes," "Working in Groups," "Background to the Enrichment of Cultural Minorities "

Attendance of five morning target group meetings, spread over the course of the academic year is mandatory The goal of these meetings is to discuss specific problems in the various target groups Experiences are exchanged and learning material from the target groups is evaluated and if necessary revised.

For beginning instructors there are also introductory teacher-training days Topical information is given directly to the instructors Furthermore, there is a bulletin, De Leskrant, which is published by the municipal support team and intended for all instructors in the field of adult education.

The expertise of other institutions such as the VLVU (*Vrije Leergangen* of the Free University) in Amsterdam, the RCB (Regional Center for Foreigners), and the HCO (Center for Educational Guidance in the Hague)

4 Participation

The Study House does not do much in the way of recruitment. The number of applications always surpasses the number of places available People on the waiting line must be placed as quickly as possible.

Most of the participants were aware of the existence of the study houses through contacts with friends/family members, who had already taken a course, or because they regularly passed by a study house during the course of their day

Informational brochures have been placed in a number of institutes such as the Regional Employment Exchange.

A television program on illiteracy prompted a sudden increase in the number of applicants from Dutch citizens.

The study house recruits, both in schools and neighborhood houses, specific target groups for courses in "taking minutes" and " odd jobs" which are also a part of the course packet of offerings.

The study house offerings are, as a rule, advertised in neighborhood and organization news letters. Tenant organizations, club and neighborhood houses, *speel-o-theken* (play-o-theques) and schools are asked to make information available. In addition to the above, there are consultation hours held as part of the implementation of the study houses. The instructors are in continual contact with the students. For this reason they know the participants quite well. They know what the problems and difficulties are. By sharing experiences in the groups, the students can learn how to confront their problems.

Upon completion of the academic year there is a party given by the study house. The students are involve in the organization and are encouraged to bring family members and friends to the party. In the course of the academic year, each study house has its own social evening. These gatherings are always well attended. Field trips can also be made.

D Input

1 Participants

In 1986 there were approximately 1,750 students enrolled in the study houses. Of these approximately 1,400 actually attended classes. That is a an attendance percentage of about 80%.

Men and women are just about equally represented. The courses are taken both by Dutch natives and foreigners. Those participants from Suriname (a former Dutch colony) are counted among the Dutch natives.

If one looks at the level distribution among the Dutch native groups, it is evident that more Dutch women than men are enrolled. Among the foreigners more men that women are enroled.

A look at the various nationalities shows that about 40 different countries are represented. The students come from all corners of the world: South America, Africa, Europe, Asia, and Australia.

The age of the students varies from 16 to about 60. Their prior education ranges from hardly any at all to limited. For the most part they are total, semi- and functional illiterates.

When students apply with a more expanded educational background, they are referred to one of the educational institutes, with which the study houses maintain a functional, collaborative association e.g. the GDAS (the Municipal Association of Day and Evening Schools). The GDAS offers courses which are closely related to the activities of the study houses.

The classes meet for two, three, or four hours one time a week. Students can enroll in morning, afternoon, or evening courses. This expands the students' possibility to participate in one of the courses. The participant determines himself whether he want to take part in a day, afternoon, of evening group. This is discussed at the registration interview. Self-study hours are not mandatory. The students are, however, encouraged to work on their lessons at home and to read. One of the study houses offers an intensive language course. Here the students meet five times per week, from Monday to Friday. In 1986, 383 students left the study houses. For 132 of these the reasons are not known. The others gave the following reasons: continued their education - 30 persons; no more interest - 29 persons; work - 26 persons; transferred to another study house - 20 persons; had learned enough - 5 persons; left the country -10

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house - 20 persons; had learned enough - 5 persons; left the country -10 persons; moved - 7 persons; a new baby - 7 persons; too busy - 3 persons; course too difficult - 2 persons; other reasons - 95 persons.

2. Needs

The study houses develop and execute a program of elementary education, which is geared to the specific needs of the students. These needs can be recognized in the students' lack of minimal skills, which are ultimately necessary to be able to function in society. The ability to listen for comprehension, read, speak and write are basic and necessary. The students often express the desire to be able to fill out forms and write letters. Some say the they would like to be able to read newspapers, even if it is only the advertisements. Every day they find in their mail boxes, advertisements, bills, and letters addressed to them personally, which they have to have others read to them.

Many students have to make simple reports or read work rosters at the place of their employment. They are simply not capable of doing this. There are many who do not dare to go to the post office or other public places because they know this might involve reading and/or writing, and they are not able to do this. Passing the theoretical part of a driver's licence examination also presents problems.

The skills acquired in the study house can help them improve their own situation. The ability to listen for comprehension, read, speak, and write is also a prerequisite to further learning. Language instruction plays, then, an important role in the study houses, because the use of language is vital to developing contact with others, and is really the only way knowledge can be assimilated and transferred. By comprehending and reading one can understand others more readily; The ability to speak and write enables one to make oneself better understood.

This is especially true for foreigners.

The global needs are determined by the institute. At the same time that the newly named education coordinator of the Cultural Meeting Center in the Hague was at the point of innovating the current instructional offering, the city of the Hague and the Municipal Education Plan took a position and suggested that adult education take its form on the neighborhood level with emphasis on basic education.

The global needs are formulated in the study house plan. The personal needs of the students are accommodated as much as possible in the classroom. The experiences of the students form the basis for instruction. The lessons are geared to them, while at the same time the importance of basic skills continually comes up for discussion.

3. Staff

A full-time director heads up the study houses. In addition, there is an assistant director, and each study house has an adjunct director. These are all part-time positions. They work between 20 and 32 hours per week. Together they work 180 hours. The full-time equivalent is then 4.5.

The educators (instructors) together work a total of 815 hours per week. Calculated against the full-time equivalent, this results in 20.375 full-time posi-tions. Hours for the administration are subtracted. The people in this department all hold part-time positions. Their work week varies from 10 to 20 hours. Their total is 110 hours per week. This results in a full-time equivalent of 2,75 positions.

In addition to the adjunct director there are also team members They advise both students and instructors. They help to develop suitable lesson materials They also have first contact with potential course participants. The instructors are all certified.

4 Content.

Language instruction is central to the activities in the study house. Much attention is paid to reading, writing, listening comprehension, and speaking Regarding content, method and learning material, the program activities must, furthermore, be geared wherever possible to the situation and experiences of the participants The curriculum is therefore divided into various topics It is also possible to take separate courses in mathematics and English. These courses will soon be integrated into the main program.

5 Finances

The participants pay a small sum of one guilder per lesson of 2 5 hours These fees are collected twice a year, but one can also pay all fees in one payment. The course fee is so low so as not to be a barrier for prospective students. If there are people who are motivated to take a course but can not pay, arrangements can be made This is seldom necessary.

In earlier years study houses, and all institutions which offered educational activities, submitted a request for subsidization to the civil authorities This was passed on to the federal level. The government then allocated money from the project policy for minorities and illiteracy to the municipal authorities. In addition to this, financing was provided from the Department of the Interior and the Ministry for Social Affairs.

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The civil authorities apportioned the monies on the basis of a priority list. At the top of this list were programs concerned with cultural minorities and literacy.

At present, however, the Ministry for Education and Science subsidizes institutions for adult education. In 1986 the total budget allotment for study houses was estimated at 2,647,040.00 guilders. Of this 2,226,300.00 guilders were allotted for fixed personnel costs; 162,190.00 guilders for fixed housing costs; 89,400.00 guilders for variable and organizational costs. The budget of the study houses amounted to 160,150.00 guilders.

The director works 40 hrs./week (full-time equivalent = 1); the adjunct director (full-time equivalent = 4.5); instructors (full-time equivalent = 20.375); and the administration (full-time equivalent = 2.75).

	instructor	director, basic school	professor	president
staff	. . . . . .	. . . .	. . . . .	. . . . . .
educators	. . . . . .	. . . .	. . . . .	. . . . . .
others	. . . . . .	. . . .	. . . . .	. . . . . .

The above table compares the salaries of various categories.[1] This assumes twelve months of full-time employment.

6. Facilities

In order to minimize possible barriers, much consideration goes into the choice and the layout of the facilities. They are, for that reason, located on premises owned by the study houses in various neighborhoods. Rooms in neighborhood houses, and service centers are also used. This is the case where the study house does not yet have a permanent location at its disposal.

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[1] Translator's note: No figures were supplied in the photocopy of the original.

The houses are comfortably laid out. Nothing makes one think of a school premises. The students sit on comfortable chairs around a big table. There is a blackboard in the room. Along one of the walls there is an open cabinet with collected lesson material (the material bank), dictionaries, atlases, and readers etc. Writing material is also available. The students do not have to pay extra for this. A photo-copy machine, typewriter, cassette recorder and cassettes, television, video machine, computer, and various educational games are also available.

The study houses do not have their own libraries. There is, however, a cooperative with the municipal libraries. Students can become members of the libraries by paying a one-time fee of 5.00 guilders. Otherwise the fee is 22,50 guilders per year.

7 Other

The annual reports, which are submitted to the city, give information concerning what has transpired in during past academic year. Included in the report is the request for subsidization.

Public relations work is done through contacts with other institutes for adult education. Student newspapers, which include reports from the students themselves, are distributed to each study house. In this way participants can see how others are doing. News of the study houses' offerings reach local residents through neighborhood and organization news letters. But it is primarily through word of mouth that people come to know about the study houses.

E. Evolution

The study house project is a project of the Cultural Meeting Center in the Hague (HCT). The HCT is an foundation which originated as a result of a merger of various organizations in the Hague.

Study houses are institutions geared to the neighborhood level in the Hague and offer adults instruction and training activities. They are also intended for those who want to practice speaking, reading, writing, and listening to Dutch, and to learn various social skills.

In the Municipal Education Plan (SEP) of 1978, the city of the Hague stipulated that adult education be on the neighborhood level, moreover, that emphasis be placed on basic education. In 1978 an education coordinator was named at the HCT who would give the existing program, "Education for Adults", new form. The existing program was oriented toward obtaining a diploma, and this created little interest. He developed the so-called study house plan within the framework of the Municipal Education Plan.

At that time, the most important goal was to offer and receive basic education in a relaxed environment where the students learn from each other within their own program. Within six months there were already 20 groups. In the course of time a reorganization was necessary which had experience-oriented learning as its point of departure. Continued emphasis was placed on the necessity of a relaxed environment and a cooperative effort. Consciousness-raising also became one of the objectives. In the early stages, finances can from the "old" program and from the municipal budget. While the municipal authorities continued their support, subsidies were later granted by the Department of the Interior and the Ministry for Social Affairs. After the enactment of the new

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Governmental Regulation for Adult Basic Education (RRBV) the matter of various non-autonomous financial sources in no longer under discussion. The budget determined by the government and drawn up by a redistribution of financial resources. All activities are included under one regulation. The city itself is responsible for the planning of activities. The study houses are very important facilities for adult education in the Hague. During the last five years they have developed a good adult-oriented eduction program. Both the College of B &W and the Advisory Commission for Adult Education are of the opinion that the study houses must continue to play an important role in the future.

F Influences

The initial and continuing rapid growth of the study houses can be attributed to the increasing subsidization by the government and municipalities and to the strong adult-oriented program. However the study house plan has not yet completely been realized. The financial need in the past could only partially be met. For that reason the number of study houses lagged behind what had been planned.

The Advisory Commission for Adult Education in the Hague is of the opinion that the study house plan must be completed and wants to ensure in the future their important, and even central, function. The Commission therefore advised the city to make additional financial resources available.

G Other

The idea of continuing education arose in the 1950's. In 1974 the governments created the Commission for the Advancement of Educational Networks. Institutions and local authorities were encourage to collaborate

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in the establishment a network of educational facilities. Two years later federal contribution legislation was passed.

In this connection the city council of the Hague established in 1978 the Municipal Education Plan, in which basic education was to be central. This came about because there were at that time at least 400,00 illiterates in the Netherlands.

The realization of this plan was not unproblematic.

The demand for developing course offerings at the first study house was so great, that course priorities had to be established. The decline of available financial resources slowed the development of similar offerings in other neighborhoods. It also appeared that a number of matters had not been clearly defined in the Municipal Education Plan e.g. the status of the (neighborhood-)program the role of the study houses, the support structure; the relationship between management and executory responsiblilities.

In the structure recommendation of September 1985 four levels of instruction in basic education were differentiated---program council (inventory and determination of supply and demand/development of neighborhood concept plan); basic eduction council (testing and development of neighborhood plans to design plans); education council (determination of basic education sub-plan in conjunction with the other sub-plans: instruction, socio-cultural activities and facilities, other subsidized activities and facilities / development of the design plan for the whole of adult education); and the city council (determination of the education plan, sub-plans and neighborhood plans, and development plan.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name EMMY WILSON Phone number ________

Organization UNIVERSITY OF LEIDEN

Street Address ________

City or Town ________ State or Province ________

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

DUTCH AS A FOREIGN LANGUAGE / DFL

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. ADULT BASIC EDUCATION - LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

DAY AND EVENING SCHOOL FOR ADULTS

6. Basic characteristics of service area

A. CITY geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description ________

NETHERLANDS. WILSON, EMMY. "DUTCH AS A FOREIGN LANGUAGE / DFL"

The ISKV (International Transition Class for Adults)

A. Setting

The International Transition Class provides a course which is under the supervision of the GDAS (Municipal Association of Day and Evening Schools). The GDAS is a municipal school for MAVO [lower general secondary education], HAVO [higher general secondary education], VWO [pre-university education] and MEAO [intermediate business education]. In addition, there is a special department for basic education.

The school is located in The Hague. The Hague is the fourth-largest city in the Netherlands and is in the West, the most heavily populated part of the country. In this region there is much trade and industry. The largest harbor in the world is in this area. At the same time many tourist attractions are found there. This area therefore offers the most opportunities for jobs.

There are various institutions which provide language instruction to foreigners. The municipality of The Hague, by means of the ISKV (International Transition Course for Adults), provides rather more of a regional function in order to teach speakers of foreign languages Dutch within a short time so that they are able to work or go on to further study. For the latter there are various possibilities in the region, viz. along with the other types of instruction at the GDAS itself, social academies, HBO [school of higher vocational education] training programs and universities.

TRANSLATION FROM DUTCH

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B. Outcomes

1. Goals

The aim of the ISKV instruction is to teach Dutch to foreigners in such a way that they can hold their own in Dutch society. The ISKV's intent is to help course participants by passing them on to continued training or to jobs.

In central position is the learning of the Dutch language, which is also a subject in the course listing. Many Dutch words and expressions are learned as well in the other subjects, social studies [civics, study of society], biology, geography, history and even in mathematics and natural science/physics.

The student can take the subjects at various levels, but always in a group of 20 to 24 students. It is intended that the students be brought so far within one to two years that they will be able to function well in the Netherlands.

The goals are set by the staff of the ISKV. In case of differences of opinion it is the assistant rector [asst. principal, vice-dean, etc.] who makes the final decision. The goals have the provisional approval of the municipal authorities, pending the establishment of more definitive regulations for this target group by the government.

2. Benefits

The course began in 1981 with 94 students. Of these 65% were men and 35% women.

In 1986 there were 237 students. Divided up according to level, 54% were beginners, 25% advanced beginners [lit. 'beginners plus'], 10%

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intermediate [lit. 'half-advanced'] and 11% advanced. In this academic year there were 71% men and 29% women.

The number of students increases yearly. That is already evidence of positive appraisal of the course. In addition, there are other things from which one can deduce a positive evaluation.

It appears from informal discussions with students who are taking yet another course at this institution after the transition class that they have positive feelings about the course.

A long waiting list of people who wish to take the course but cannot do so because they cannot be placed, due to the fact that they turn out to be above the maximum number of available spots, proves also that the course is judged positively. At the end of the academic year 1985-86, it turned out that 30% of the course participants went on to a continuing training program, 21% started the second year at the ISKV, 9% found work, and 15% did something else. Of [the remaining] 25% there was no information.

Of the total number of 237, 66% reached the end of the course. No study has been done as to the reason for drop-outs. It is assumed that various causes can be pointed out for this. Often there are different sorts of problems with, for example, housing, finances, health and adapting. It also happens that [people] return to [their] own country. In addition to that is the fact that the students must spend certainly 10 to 15 hours at home on their homework, beyond the approximately 20 class hours, in order to keep taking the course without falling behind. If the latter occurs, they have difficulty following the lessons and stay away [stop coming].

All in all it can be stated that the positive results are by far the greatest.

C. Process

1. Planning

The instructors determine their own activities within the sections. There is a syllabus. The material to be taught is also fixed. Thus the faculty works within a set framework determined by the staff which is also dependent on the directives from higher authorities. The management is primarily responsible for the program. It must report directly to the inspection [bureau] of the municipality.

The main goal is to teach course participants the Dutch language as quickly as possible for their possible future job or further study. [It follows] from there that, along with the regular Dutch [language] classes, many Dutch words and expressions which the students can find very handy are taught also in the other subjects.

By means of the subjects the intermediary goals are pursued, which in turn are to lead to the ultimate main goal.

Needs are formally determined, ditto for the course content, and this by the staff. Nevertheless, no matter what on portion of the subject matter there is work going to be done, this happens in consultation with the students. In this process the adviser [lit. 'mentor'] or the dean acts as counselor. It is possible for the students to switch over to another level in the course of the academic year.

There are required courses (Dutch, civics and biology) and subjects which can be taken electively. To that extent personal needs of the course participants are accommodated.

2. Methods

The methods used with course participants who are placed in the advanced group differ among the faculty. This depends on the level at which the class is being given and on the preferences of the instructors and of the available materials.

The international transition class makes use of a computer, video, books (purchased by the course participants themselves), worksheets, blackboard, discussions, individual and group work, homework assignments, tests. There is also an idea notebook in which the instructor notes down ideas. In a materials notebook, materials are made note of for the 'materials bank'.

For the subject Dutch, an audio-lexical method is utilized for the beginners which has been developed by the instructors themselves. This method consists of 40 lessons and is divided into four levels. Each level ends with a test.

The course participants receive 12 hours of Dutch, 2 hours of civics (orientation to education and careers), 2 hours of biology (health studies), 2 hours of geography, 2 hours of history and 2 hours of mathematics. Required are Dutch, civics, biology and one of the other subjects. This holds for the beginners.

The intermediates are divided into 2 levels, namely H1 and H2.

Advanced [students] receive 12 hours of Dutch, 2 hours of civics (required) and 3 variable course elected from history (4 hours), biology (4 hours), geography (4 hours), English (4 hours), mathematics (4 hours), natural science/physics (4 hours) and typing (2 hours).

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Lessons are given to groups of 20 to 24 students. These lessons take place mostly in the classroom and according to a set schedule.

3. Improvement

The 'Dutch as a foreign language' certificate can be obtained for the subject Dutch. The Dutch Language Union, in cooperation with the Ministry of Education and Science of the Netherlands and the Ministry of National Education and Dutch Culture, organizes an examination for this purpose each year in May, on three levels: 'elementary knowledge', 'basic knowledge' and 'extended knowledge'. Listening, speaking, reading and writing skills in the Dutch language are tested. The examination is administered by the instructors.

Students on the H2 intermediate level must pass the 'basic knowledge' examination with good results in order to be placed in the advanced group.

The advanced group can participate in the 'extended knowledge' examination. The beginners must undergo a test at the end of every ten *learnables* from the audio-lexical method. If they qualify satisfactorily they can go on to the next block. The time needed by the students to take the tests is also considered.

It is the case for all levels that twice a year (in December and June) an extensive test is given for each subject during a special testing week. The study results are reported in an abstract which the students also receive two times per year, in January and June.

Meetings take place regularly. Once a year there is a general meeting for all instructors of the GDAS. Section (subject) meetings take place as often as is deemed necessary.

Once every 6 weeks an adviser consultation takes place. The study results are examined and discussed two to three times a year. Professional development [lit. 'advancement of expertise'] takes place by means of various courses which the instructors take, such as computer science [Dutch word is *informatiekunde*— unsure of other possible meaning] and teaching techniques. There has already been three years' work on the audio-lexical method, and test development and revision of materials is still proceeding. This occurs mostly on the Dutch instructors' own time.

4. Participation

There is a long waiting list of foreigners who want to take the ISKV lessons. Yet there can only be a limited number of course participants enrolled.

There is hardly anything done in the way of recruitment and promotion. The ISKV carries out a regional function, and students are referred to this institution by the Regional Employment Office (GAB) and the Association for Foreigners in the Netherlands (VVN), among others.

The ISKV sits on all consultation bodies in the region and carries out guidance activities there.

Intake interviews are conducted with the course participants in which general information is requested, such as: How long have you been living in the Netherlands; How long did you attend school in your own country; Do you know the Latin alphabet; What are your plans in the Netherlands, etc.

Counseling conferences take place throughout the course of the academic year during which it often happens that the student moves on to another level because he appears to be farther along than originally had been thought. Conferences with drop-outs do not occur. That is a shame, for because of that it is not precisely known what the reason is for a student's leaving the course. They can't be reasons of a financial nature, since the tuition must be paid in advance of the course. It is suspected that the students are so far behind at a certain point that they see no other way out.

It is the task of advisers to discuss any problems in the course with the students and to try to find a solution for them. In the case of non-attendance, a card is sent to the student involved. It also happens that an instructor will devote more attention to such a student.

There is a career adviser who examines the possibilities for continuing study and who gives advising in this regard.

There are three to four parties a year organized for and by the students. Field trips are also undertaken to various institutions and agencies.

D. INPUT

1. Participants

The ISKV began in 1981-1982 with 94 course participants, 65% of them men and 35% women. 237 people started the 1986-87 school year. Of those, 71% were men and 29% women. Throughout the time in which the ISKV has been in existence, ca. 1150 people have been enrolled to take the lessons. They are all foreigners from approxi-

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mately 50 countries. Originally the majority of the students came from Turkey and Marocco, whereas that has no longer been the case from 1983-84 on. Now Iranians make up the largest group.

Age varies between 16 and 50 years old.

27% are between 16 and 20 years old. That [number] is 28% between 21 and 25 years old; the number comes to 23% between 26 and 30. Above 30 years old it is 22%.

Previous education varies just as widely.

Around three-quarters of the ISKV population, in terms of its previous education, does not belong in the target group of basic education, since 5% have had the benefit of only lower education; 17% have had about 3 years' continuing education; 50% of the course participants have taken more than three years' continuing education; 26% have finished an HBO/WO [WO: scientific education] education, and the previous training of 3% is unknown.

A distinction is made between beginners and advanced students in the lesson plan/syllabus.

The maximum number of instructional hours amounts to 26 hours and consists of at most five subjects, of which Dutch and civics are required (12 and 2 hours, respectively) for the advanced students, whereas the subject biology (2 hours) is also required for the beginners.

Course participants need to do at least 10 to 15 hours of self-study at home.

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2. Needs

Many foreigners who are for whatever reason in the Netherlands and wish to stay see themselves placed before the problem of not being able to communicate well with the Dutch. The result is that they encounter difficulties in applying for jobs. Problems arise also for those who had to interrupt their studies in their own country but wanted to continue them because they cannot follow Dutch instruction. So, social and personal problems.

The International Transition Class of the Municipal Association of Day and Evening Schools offers this target group a course which, after one or at most two years, will have brought them to the point where they master the Dutch language and know all they need to know in the Netherlands to such an extent that they can proceed on their own.

The instructional content is determined by the ISKV. It is a special program aimed at speakers of other languages which forms a link between previous training in their own country and further education in the Netherlands.

It is determined at the intake conference in which group the participant will be placed. But in the course of the academic year a look is taken along with the student as to whether he will switch over into a higher or possibly a lower level.

There are eight groups of beginners and four groups of advanced students. Each group numbers 20 to 24 participants.

3. Staff

The rector of the GDAS has a full-time position (40 hours). The assistant rector works 30 hours and the staff of the ISKV officially works 25 hours. In reality, many more hours are worked.

Furthermore, there are 24 instructors associated with the ISKV whose work hours vary from 2 to 24 hours.

In all the total instructor hours amounts to 256. The full-time equivalent is 10.66. There are no administrative personnel employed. This task is carried out by the staff.

The rector is there for the entire GDAS. The assistant rector oversees the basic education programs and the International Transition Class. In addition, there is a staff employee for the basic education activities and one for the international transition class.

The Dutch instructors have the function of adviser for the group to whom they are teaching Dutch. There is a career adviser who gives advice in choosing continued training.

The instructors are all qualified to teach and are classified at scale 10 with a maximum yearly salary of . X . . guilders.

The assistant rector is at scale 12 (maximum yearly salary of . X . . guilders) and the rector of the comprehensive school is placed at scale 14 (maximum yearly salary . X . . guilders).

The staff composition of the instruction team is very stable. There seldom occurs a change. Applications are addressed to the rector of the GDAS and he submits any nomination to the city board.

4. Content

The content of the course consists of required courses, viz. Dutch, biology and civics. Along with those the student can choose among geography, history, mathematics, natural science/physics and typing, accordingly as their plans for the future require.

But in all these elective subjects it is also primarily a question of the Dutch terms and expressions which must be acquired.

The most important rules of Dutch grammar are taught. Grammar is present in all lessons.

The subject civics furnishes a knowledge of the job market and the training provisions.

The subject biology (health studies) gives insight into the very complicated system of health and welfare care in the Netherlands so that the foreigner can carry on a conversation with workers in this sector.

Geography gives students the opportunity to find out more about the country in which they are now living, the Netherlands. Dutch terms/concepts are taught.

History provides much information about Dutch society. With math and natural science/physics it is also primarily a question of Dutch terminology, such that a successful transition into the desired subsequent training becomes more likely.

5. Finances

The course participants pay required fees before the start of the course.

The costs for the course year 1986-87 amounted to:

school fund contributions	25 guilders	
duplication costs	30 guilders	
tuition for 22 hours	370 guilders	
tuition for 24 hours	404 guilders	This is remitted to the government.
tuition for 26 hours	438 guilders	

Money for books comes to 100 guilders at the most for the students. In addition, students must purchase a 23-ring multomap [a type of ring-binder or portfolio] (size A-4), their own paper and writing materials, a compass, drawing triangles, a geometry triangle and graph paper.

Students 18 or older can be considered for a stipend from the national government for their study costs if they take at least 21 instructional hours per week. The unemployed can obtain compensation for study costs from the GAB (Regional Employment Office) under certain conditions. Study expenses are also tax deductible.

The GDAS is financed autonomously by the Ministry of Education and Science. Actually, the number of students determines the amount to be paid which is handed down by the government authorities.

Of this amount, 90% goes toward instructor salaries. Students also contribute to the school's expenses by the payment of the school fund contribution and the duplication costs.

Deficits which still occur are made up by the municipal government.

6. Facilities

The ISKV lessons are given in a school building in The Hague. There are 13 classroom areas. The assistant rector has her own office.

There are, moreover, 2 instructors' rooms. There is also a spacious canteen available where the students can lounge.

Video-recorders are used. Furthermore, a copy machine and a stencil machine are on hand. Cassette recorders are used for Dutch. Students may borrow cassette tapes for a fee. School supplies cannot be acquired at the school; except sometimes second-hand books. There is also a computer.

Reading materials are in supply, although there really is nothing in the way of a library. Students can, however, pay a one-time fee of 5 guilders and be registered as a member of the libraries in The Hague. The classrooms can accommodate about 25 students. The latter sit in a square in the room.

Students are themselves responsible for making up missed lessons. It is also possible that students, beside the ISKV classes, also take occasional subjects via regular education at the MAVO, HAVO or VWO. This depends on their level of previous education. The advantage of this is that the student can make a more precise choice as to whether he wants/is able to attend a Dutch school.

In addition, all students are aided in their choice by continued training from the career adviser.

7. Other

In the last course year about 66% finished the course and went on either to the second year or to continued training.

Positive reports were heard from these participants. Also the fact that the VVN and the GAB refer foreigners through to this course must be mentioned in a positive way.

Participation in the various consultation agencies has a distinct p.r. function. For in these meetings information is given about the course. The ISKV is also frequently asked by institutions to come and tell about its experiences with the course and about the audio-lexical method which it developed itself.

The 34% of the students who dropped out during the course did not give any reason for this. Unfortunately there also has not been any follow-up done about this. Presumably it involves mostly personal problems in the line of housing, adapting, residence permit and similar things. If other reasons could be brought to mind, this could well have an influence on the course.

E. Evolution

The ISKV (International Transition Class for Adults) has been a branch of the GDAS (Municipal Association of Day and Evening Schools) since 1981.

Students from the entire area come to this course. They are referred here primarily by the VVN (Association for Foreigners in the Netherlands) and the GAB (Regional Employment Office).

The Municipal Association of Day and Evening Schools was receiving many foreign students for the MAVO, HAVO and VWO who, in spite of their good prior education in their native countries, were not able to take regular instruction in Dutch. In meetings, the plan thus emerged to provide a separate course for these younger people which was to serve as a transition/ link between their previous education in their own countries and their further studies in the Netherlands.

A beginning was made with the first group in 1981. And this group is still growing, because other institutions struggling with the same problem referred these people to the GDAS. This is how it grew to be an international transition class with about 50 nationalities.
At first the largest portion was made up by people from recruited countries (Marocco and Turkey), but now that is no longer so. At present the Iranians are the greatest in number. The age category has also become broader. In the beginning stages there were mostly younger people, but now one finds students up to about 50 years old.

F. Influences

Positive influences can be mentioned both from and toward the ISKV. The group which is being targeted has become larger all the time, which points to an appreciation by the public. The money given by the national government depends on the number of students enrolled. If a deficit results in spite of that, the municipal authorities then make up the shortage.
There is no other institution in the area besides the ISKV which provides such an intensive Dutch course in which so many general education subjects are studied.
The ISKV is a neutral course. It is not based on a religious tradition. By virtue of this it is accessible to all [religious] persuasions. The ISKV intends with this course to aid in promoting the integration of foreigners in the Netherlands. A study among previous participants in the course should be able to show whether this is working.

A reunion organized among the previous students was moderately well attended. But those who did come expressed positive reactions to it.

G. Other

The results from one year of study have an influence on the program for the succeeding year. The program is then modified and/or further developed.

The reports submitted to the authorities receive provisional approval. This is the case because no regulating procedure has yet been devised for this target group: by virtue of their previous higher education, they do not fall under the government regulations involving basic education which have become final recently.

There still needs to be a separate set of regulations from government authorities for the ISKV's target group. Until then, the ISKV staff has approval from the authorities to devise an appropriate course of study for the target group, although of course within the MAVO framework.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name E.R.T. ZUIDHOFF Phone number ______

Organization UNIVERSITY OF LEIDEN

Street Address ______

City or Town LEIDEN State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

DUTCH AS A FOREIGN LANGUAGE FOR ADULTS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). LITERACY ; DISADVANTAGED

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

EVENING ADULT SCHOOL

6. Basic characteristics of service area

A. LOCAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. URBAN urban/rural (density of population)

D. ______ nationwide

7. Year(s) covered by the case description ______

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NETHERLANDS. ZUIDHOFF, E.R.T. "DUTCH AS A FOREIGN LANGUAGE FOR ADULTS"

Intensive Language Project Nijmegen

Weezenhof 8007
Nijmegen

A. Setting

Nijmegen is a medium-sized city of approximately 147,000 inhabitants. The city is located on the Waal river, south of Arnhem near the German boarder. Nijmegen and its surroundings are known for their natural beauty and attract many tourists.

The employment situation is a problem for the city. The economic decline in the whole of the Netherlands has hit Nijmegen especially hard. The unemployment rate in the city amounts to about 15 percent. The Catholic university in Nijmegen plays an important role. It is the largest employer in the region with 800 staff members and 15,000 students.

Nijmegen is not only a university town. In addition to some 125 schools for basic education, various opportunities in secondary education, and professional training at the lower, intermediate and higher levels, the city has many offerings in the area of adult education.

The Gemeentelijke Avondscholengemeenschap Nijmegen (G.A.N.) (*Municipal Association for Evening Schools-Nijmegen*) has for many years been offering courses in the Dutch language and orientations for members of cultural minorities, including refugees and those seeking asylum. In addition, the G.A.N. gives instruction to adults in conjunction with MAVO (lower general secondary education) and MEAO (intermediate business education). International transition classes are also given in cooperation with other institutions such as the regional Employment Exchange and the Nijmegen Foundation for Professional Education. These courses are given to 1) non-native speakers who have completed their secondary

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education in their own countries, 2) those who will need added preparation before they can begin professional training. In addition, specially tailored, professionally oriented instruction is offered to those with little, or out-dated, preparatory training, who because of this deficiency have less of a chance to obtain work.

B. Outcomes

1. Goals

The general goal of the Intensive Language Project is to facilitate the oral and written use of the Dutch language. This is done in such a manner so that instruction can be continued in secondary, vocational, and professional education. At the same time, the curriculum is geared toward orientation into Dutch society. This includes orientation in the world of work and career, and equipping the participants with better social tools.

The main goal of each group is the advancement of students, within two years of commencement, to secondary training or another activity which corresponds to their level of knowledge and language.

In the groups for beginners the first step is to develop social "survival skills", but also in *these* groups, learning skills, and wherever possible, learning strategies are stressed. In so far as it is possible, the language lessons are planned according to themes where orientation into the society can often be brought in. In all the groups, attention is paid to the eventual inclusion of the participants at the level necessary to continue their training.

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Courses in the Dutch language aim at the development of four skills: listening, reading, writing and speaking. Defined under these four skills are sub-skills at an increasing level of difficulty. For the different groups in the projects it is determined which sub-skills will be offered. During internal advancement, and after the completion of courses, indications are given as to which skills the individual student has at his command. The Intensive Language Project is a cooperative project consisting of the following intensive language groups:

— Intensive Language Course : 5 groups
— Refugees : 2 groups
— International Transition Course for Adults : 1 group
— Intermediate Professional Training
  Transition Group : 1 group

It is possible to advance between the Intensive Language Groups and the Refugee Groups. Because there is no "high" and "low" level within the refugee groups, it was decided that the five Intensive Language Groups and the two Refugee Groups together should form seven different levels. In this case we set our focus exclusively on these groups.
The groups are divided in the following manner:

Group 1: — little or no elementary education
— communication skills: few or none
— reading and writing level: low
— learning tempo: slow
— goal: developing social skills ; internal advancement

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Group 2: — a few years of elementary education or completion thereof
— communication skills: fair
— reading and writing level: low
— learning tempo: slow
— goal: advancement to lower level of the Center for Professional Orientation and Training (C.B.B.)
The C.B.B. is an educational center for those seeking employment

Group 3: — elementary education completed and a few years of secondary education
— communication skills: poor
— reading and writing level: low
— learning tempo: fast
— goal: advancement to the International Transition Class for Adults or the C.B.B. level: middle/high

Group 4: — elementary education completed and/or a few years of secondary education
— communication skills: fair
— reading and writing level: fair
— learning tempo: slow
— goal: advancement to the C.B.B. level: middle/high

Group 5: — elementary and a few years of secondary or intermediate education completed
— communication skills: fair

- reading and writing level: fair
- learning tempo: fast
- goal: advancement to the C.B.B., high level of the International Transition Course for Adults

Group 6:
- elementary education complete
- communication skills: good
- reading and writing level: fair
- learning tempo: slow
- goal: advancement to the C.B.B, level: middle/high technical

Group 7:
- secondary education complete or secondary education with a few years of higher education
- communication skills: minimum
- reading and writing level: minimum
- learning tempo: very fast
- goal: advancement to secondary education or International Transition Course for Adults

2. Benefits

A total of approximately 130 non-native speakers participate in intensive language courses within the project. The class size averages 12 students. A total of 12 refugees and 27 seeking exile have been placed in the project.

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The immediate plan of the students are often very vague because of their unfamiliarity with the Dutch educational system. It is only during the course that changes in this respect come about.
It often happens that the students begin with expectation which are too high. Because of their experiences on the job-market a great number students make no immediate plans, but during the course of their study motivation to do so is reactivated.
During their course of study most of the students have as their goal a furtherance of their education. However, older women with only an elementary education often see the project as a final step.
Advancement toward continued education or the job-market varies, from 0% to 40% based on the ethnic group. Noteworthy is that in the group of Turkish students, a relatively large group of 18, only one continued (job-market). On the other hand, of the 19 Moroccan students five continued their studies and three joined the work force.
The learning performance of almost all the refugees and those seeking exile is negatively influenced by their past. A great number compensate for this by their high motivation to learn the Dutch language. A number of students have difficulty concentrating. For those seeking asylum uncertainty about their situation is accompanied by psychological duress.
Especially those who had an inadequate education in their own country learn slowly. They have not developed the mechanisms to learn and lack the skills which make learning a foreign language easier
About 30% of these students continue their studies.

C. Process

1. Planning

All the instructors together attend to the planning, preparation, and execution of the programs. They give interviews for admission, give lessons, prepare reading material, make contacts with institutions, and pay house visits.

One of the instructors receives from the community of Nijmegen 12 non-teaching periods in order to coordinate the practical matters concerning the project. This time is spent on recruitment, contacts with secondary institutes, and activities of/for minorities in Nijmegen. In addition, time is spent ensuring the continuity of the project and reporting to the school, the community, and other authorities. An activity plan is made by the instructors to monitor progress and to guarantee advancement between groups and completion leading to further education at secondary institutes.

The responsibility for the project lies with a guidance committee and the instructors, who are assisted by an expert in the area of second language instruction. The formal judicial responsibility lies with the Municipal Council of Nijmegen. All organizations and groups which are in any way in contact with foreigners are kept informed of the progress of the project and are active in the referral of prospective students.

For many years the community of Nijmegen has had a policy of counting minorities in their totality among priority groups. Within this framework means are brought into bear to support and execute language activities and maintain intensive language lessons for refugees.

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2. Methods

As I mentioned above, the students are divided into seven groups according to level. Each group averages 12 students. The groups receive nine to twelve hours of instruction per week.
The methods for reading, listening, speaking and writing are developed by the instructors themselves. Audio-visual materials are also in use. To date 24 files have been established by the instructors. The material has been rubricated and a material bank has been established.
Examinations are given on a regular basis and homework is checked. There is counseling by means of personal contacts. Ten hours of remedial teaching is given each week, individually or in small groups (2 to 3 persons). In addition, extra lessons are given once per week and last 30 to 45 minutes.
Every three months there is an evaluation of the results of each student. Decisions regarding the advancement of students are made on the basis of these results. In this manner the learning speed of individual students can best be followed.

3. Improvement

The instructors spend about six hours per month in consultation regarding lesson planning. Furthermore all instructors spend four hours per month on professional development. Toward this end they are counselled by an expert from the Institute for Applied Linguistics in Nijmegen. Weekly team-consultation and collaboration of two instructors

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within the same class level promote the exchange of experiences and the development of teaching methods and materials.
Representatives of the staff participate in regional conferences for instructors of Intensive Language Courses.
In addition instructors are represented in the Municipal Working Group-Education; and the Municipal Working Group-Advancement. These working groups deliver a written contribution regarding the problematic of 'advancement' from basic education and onwards by non-native speakers . Each year a progress report is written by the coordinator for use by the Ministry of Welfare, Health, and Cultural Affaires. This evaluation provides the basis on which the Ministry awards subsidies.

4. Participation

Members of the staff of the Intensive Language Project (ILP) have in the past years build up good relations with organizations which concern themselves with minorities. The Education Center, Foreign Women's Center, Foreign Worker Store (*Gastarbeidwinkel*), the Neighborhood Language Projects, the Center for Professional Orientation and Performance, and others see to it that the ILP is well known and refer people to the ILP.
In consultation situations with the Educational Planning and Platform Refugees-Nijmegen in which the ILP participates, close contact has been established and maintained with representatives of institutes and organizations within adult education.

The staff of the ILP issues folders and posters as public relations material. These are distributed by municipal centers, civil organizations and like-minded groups.

The Municipal Employment Exchange also refers people on a regular basis to the ILP. The students who have registered with the Employment Exchange can take courses while retaining unemployment benefits.

At the oral and written registrations special attention is paid to the language and education level, as well as the applicant's proposed length of stay in the Netherlands. These play a role in determining which group level to which the applicant will be assigned. Registration interviews take place in June and August before the begin of the new academic year.

For more information about tutoring and counseling, see above.

D. Inputs

1. Participants

About 135 students attend courses within the Intensive Language Project. Of these about 100 belong to the target group in this instance. The rest are assigned, as was stated above, to the International Transition Class and a Transition Class for Professional Training. The age of the majority of the participants ranges from 18 - 30 years, quite a fewer number between 30 - 45, and only a small minority are older than 45 years. Women are strongly under-represented.

The refugees have been in the Netherlands from two to seven years and those seeking asylum from one month to two years.

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2. Needs

The minorities in the Netherlands realize that in relation to the Dutch they are at quite a disadvantage regarding the public interest, especially in the areas of work opportunity, education, and training. The need to 'catch up' can be seen in the recurring questions concerning measures for minority support and participation in already available services.

3. Staff

The Intensive Language Project employs seven instructors who give a total of 102 hours of lessons per week. One of the instructors acts as coordinator. This entails 12 hours per week.

The instructors have a Master's degree in Dutch or have attended a academy for pedagogy. They all had experience teaching non-native speakers, either as professionals or volunteers.

The instructors are appointed for the number of hours that they give lessons. No extra non-teaching hours are figured in for their other activities. The ratio——teaching hours : preparation hours is 1 : 1.25.

4. ~~Contact~~ Content

Above you were able to read that the lesson s are developed as much as possible according to themes and that in all the groups time is spent on simple calculations. Because it is impossible here to give a full account of the curriculum, let us treat one of the skills within the subject *Dutch* : reading. The reading lessons are divided into the following sub-skills:

1. Exploratory reading

The reader is trained according to reading objectives in such a way that he can attain the here-mentioned necessary reading goals. These objectives include:

a) the ability to discern and recognize~~d~~ graphic symbols as combinations of sounds expressed by letters, words, lines, sentences, paragraphs, texts, and punctuation marks.

b) the ability to recognize and interpret semantic units with the help of information within and outside the text on the level of words, sentences excerpts, and texts.

c) the ability to read a text aloud with a communicative goal and to read a text silently at a reasonable speed (technical reading).

2. Informative reading

The reader can discern and process information from a text in such a way that the proposed goal can be reached.

The reader can set two goals for himself:

a) extensive reading
  1. the reader is looking for specific information: directed reading
  2. the reader reads for general information or to orient himself: global reading.

b) intensive reading
  the reader's goal is to receive and understand the complete text.

3 Critical reading

The reader can make judgements about the text's internal consistency and can relate it to the aim of the author, whose situation and means he then manipulates. In addition the reader can relate the text to the given context and the knowledge that he himself might have about the subject and/or the author at hand.

4. Opinioned reading

The reader can make judgements about the text by determining the intention of the author and relating this to his own opinions. Furthermore the reader can elucidate a point of view from many angles from the information he has received from the text.

5. Creative reading

On the basis of the information given and knowledge of reality, the reader must interpret the text type and assimilate its aim, e.g. to differentiate reality and fiction. In addition the reader can recognize nuances of language use, e.g. puns, irony, style and the like.

6. Study reading

The reader can read with a study goal in mind. Here the above-mentioned means and objectives continue to be valid. A new objective here is the independent use of information sources such as dictionaries, catalogues, reference works, and the like. Furthermore, this information can be used in other activities such as:

— remembering what was read so that questions can be answered later in the course of study

— the writing of a paper

— drawing, and the making of diagrams

— writing summaries

7. Relaxed reading

The reader is motivated to read for relaxation and for his own pleasure.

The above sub-skills are characterized by an increasing degree of difficulty. The sub-skill activities are offered accordance with the different groups within the project.

Sources of reading lessons can include the following:

A. Newspapers and magazines
  - articles
  - headlines
  - advertisements

B. Fiction
  - short stories
  - comic strips, books

C. Information sources
  - street maps and other maps
  - telephone books
  - recipes

D. Forms
  - letters, telegrams

Expansion of the above is, of course, possible. This is only an illustration of the possibilities

The choice of reading material in the groups is determined by the level and the experiences of the student.

5. Finances

The students in the Intensive Language Project pay 24 guilders for their instruction and for some groups there is also an~~d~~ extra fee for books (ca. 50 guilders)

The project is financed by the government:

215,000 guilders for instruction (102 hours)
24,000 guilders for coordination (12 hours)

The Intensive Language Project is accommodated by the Municipal Evening School Organization, Nijmegen. Each year it receive 44,500 guilders in subsidies for housing costs incurred by the Intensive Language Project.

After the restructuring of the educational pay scale, instructors are no longer paid according to the level of their completed education, but rather to the kind of work done at the place of their employment. In the case of the instructors for intensive language course this means they are no longer being paid 'scale one, but rather 'scale three'.

6. Facilities

Use is made of the buildings of the Municipal Evening School Organization. Classrooms, conference rooms, and a small concession are available.

7. Other

The Intensive Language Project has in the last few years enjoyed such a reputation in Nijmegen that it would be able to place double the number students. The government has been appropriating, however, no additional funds, and as a consequence only about 50% of the potential participants are able to begin courses.
Considering governmental budgetary restrictions the situation can not be expected to change in the coming years.

E. Evolution

The Intensive Language Project began in 1983. It was a continuation of a number of projects in which intensive language courses were given to non-native speakers. These projects were established using volunteers and no professionals. Instructional activities outside the project was very problematic, and there was a large turn-over among the students. In addition to the problems which accompany reliance on volunteers, it was evident that the turn-over among the volunteers grew steadily larger. These developments led to governmental subsidization of an intensive language project with a paid professional staff.
In October of 1983 the project began with four intensive language groups and three professional training groups. In January of 1984 two groups of Vietnamese refugees were added, so that the total number of groups was nine.
In 1985 the professional training groups were separated from the intensive language project and a request was made to the government for the financing of extra groups. This was partially honored; one extra grouped was made possible. Since then nothing has changed.

F. Influences

At the moment much is going on in the field of adult education. At both the national and municipal level new developments are in the works in the areas of basic education and profession-oriented education for adults. In the past years the field of basic education has undergone rapid development. In the span of less than ten years basic education for adults has grown toward an area of work in which several thousand of previously low-educated adults take part annually. Because of this rapid development the number of difficulties has also arisen in the area of basic education. The most important are: the cutting back of offerings in many projects; lack of coordination which has as its result an incomplete overview on the part of the participants; successful completion is, for the most part, dependent on the efforts of volunteers, so that continuity and quality are difficult to guarantee.

The National Regulation for Basic Education (*Rijksregelung Basiseducatie* RRBE) is a government initiative formed to solve some of these problems. This regulation, which will be introduced in Nijmegen at the end of 1987, will make fundamental changes necessary in the organization and execution of the present offerings in basic education in Nijmegen. The goals of the RRBE are geared to an integrated offering of basic education performed by paid professional workers from an institute for basic education. Against the background of these developments a policy of restructuring has been initiated in Nijmegen which is gearing up by the beginning of 1988:

— to combine the basic educational work from the official precursors in basic education into a New Institute for Basic Education, "NIBE". In the case of Nijmegen, these include the Education Center for Adults, the Educational Institute for Young Adults, and the Municipal Evening School Organization. The Nijmegen Institute for Basic Education will coordinate basic education in the different parts of the city and within the municipal language project.

— to convert from a system of clustered, manifold basic education projects staffed by volunteers at the city quarter level, to more clearly structured basic educational offerings executed under the responsibility of professionals of the New Institute for Basic Education.

It is hoped that in this way continuity within basic education in Nijmegen can be furthered.
The intensive language courses and other activities for minorities offered by the Municipal Evening School Organization will fall within the auspices of the new RRBE. Since these activities are functioning well, the offerings will remain with the Municipal Evening School Organization until it has been restructured as a center in conformance with the RRBE.

G. Other

The Intensive Language project is not unique to Nijmegen. We find similar projects in other cities whose form and content largely correspond to those found in Nijmegen. In the more recent past efforts have been made to coordinate basic and professional education. The increasing concern for some sort of continuity between instruction and the job-market has been strongly influenced by economic and technical

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developments. Coupled with these developments is the problem of unemployment in our country. There are many members of ethnic minorities among the currently unemployed. Within these groups there is often discussion of typical situations of disadvantage which are characterized by the interplay of a number of factors such as: partial or complete illiteracy, a short school career, early entry into the job-market or a long absence from work. Without special measures permanent unemployment is a real threat. It is therefore not surprizing that the Regulation for Basic Education gives priority to projects dealing with ethnic minorities.

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Street Address ______

City or Town ______ State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

( ) an actual program

(✓) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

TELEVISION ACADEMY (TELEAC)

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

NATIONAL AGENCY

6. Basic characteristics of service area

A. national geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description ______

29E/1

TRANSLATION

TELEAC

A. Setting

TELEAC is an agency which offers instruction and training to adults, using the media of television, radio and written material.

The Television Academy Agency, TELEAC, was established on December 10, 1963. A year and a half later the Ministry of Education and Science brought TELEAC into production with its first course entitled "Accidents In and Around the Home."

TELEAC now employs about 80 staff members, 20 producers and assistant producers who are also employed by the Netherlands Broadcasting Authority. Every course season a large number of free-lance assistants and outside experts are hired.

TELEAC now has about 230 hours of television broadcast time per year at its disposal as well as about 260 hours of radio broadcast time. In addition to these broadcasts, TELEAC also attends to course books, long-play records and cassette tapes. In years past course meetings and summer courses were held abroad. Tests and the correction of homework have also been introduced. TELEAC offers about 16 courses every year, a number of which are new, while the others are repeat programs. The courses range from language courses to leisure activity courses, from computer courses to instructive programming.

A sub-category of the TELEAC courses is administered by the FEDCO (Federation for Educational Broadcasting) which primarily runs short courses and topical programs. This would include programs such as courses in the Dutch language, information on drugs and alcohol, and politics.

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B. Outcomes

1. Goals

Objectives: Each year TELEAC provides a varied program of course offerings. There are courses in different subjects, for different target-groups, and with different fields of application. The following main categories are differentiated:

A. Professional and job-oriented courses
B. Courses geared to hobbies, leisure, and culture
C. Language courses
D. Courses geared to humanity and society, health and education.

The course goals in category A are:

1. to help people with the increasing computerization on the job. This means teaching them to operate and experiment with the computer.
2. to teach management skills.
3. to teach people how to set up their own business.

The course goals in category B are:

1. to introduce and familiarize people with Dutch literature after 1830.
2. to inform people about the different forms of handiwork.
3. to give information about bicycle maintenance.

The course goals in category C are:

1. to teach people a foreign language including its grammar.
2. to teach people a foreign language in preparation for their vacation in a foreign country.

The course goals in category D are:

1. to inform foreign women (especially Turkish and Moroccan women) in their own language about Dutch society.

2. to prepare parents for the changes which take place when their child goes to elementary school.
3. to teach people how to fill out their tax forms.

These goals were formulated with reference to the course packet from 1985/1986.

2. Benefits

Actual results.

The courses under A1, CADCAM (design and fabrication with computers), and Programming with PASCAL, drew in about 11,000 participants. The drop-out rate was surprisingly high. this was especially the case in the programming course. These courses were taken largely in connection with the participants' profession, and this explains why the drop-out rate was so high. The participants were not really motivated to continue. As it turns out, it seems that those who were motivated by their own interests were more often satisfied than those who signed up for professional reasons. Sixty-three percent of the participants thought that the course had fulfilled their expectations.

A2: The management course attracted approximately 11,000 participants, 80% of whom took part for professional reasons. A small majority were of the opinion that the course had met with their expectations. This course received the highest approval rating during the course year 1985/1986.

A3: The course "Your Own Business" was one of the hits with 30,000 course registrants. The motivation for participation was course-specific for 66% of the participants. It is noteworthy that many from the ranks of the unemployed registered. Eighty percent of the participants were 40 years of age or younger.

B1: The course in Dutch literature after 1830 drew about 7,000 participants. Most of them registered out of interest, and only a small number in connection with their studies or profession. It is striking that 31% of the participants were older than 50 and that this course received a very high approval rating (this due to the high percentage of older participants).

B2: The course "Handiwork" was the course for 1985/1986. About 63,000 people registered, and during one of the television broadcasts the number of viewers reaching 1,550,000. Ninety-nine percent of the participants were women and they gave the course high ratings. It met their expectations and consequently received a high rate of approval.

B3: The course "Bicycle Maintenance" attracted 20,000 registrants. In addition to the lessons on television, the participants were given the opportunity to practice what they had learned at locally-organized evening classes. These were attended by 5% of the participants.

C1: The course "Follow Me" drew 2,800 participants, but this figure is not relevant because "Follow Me" was a repeat course. Normally two times the number of people take the course. Seventy-six percent of the participants were over 40, and they took course primarily out of interest.

C2: The course "Gute Reise" is a German course for beginners and is geared to situations that arise during travel and vacation. The participants, 5,800 in number, were of the opinion that the course fulfilled their expectations and evaluated the course favorably.

D1: The "course" for Turkish and Moroccan women was followed by 10,000 Turks and 9,000 Moroccans. Unique to this course were the special telephone numbers for viewers after the program, of which approximately 5,560 views made use. The fact that the course book for the participants was free was also unique. The television programs were not evaluated and therefore no other further information is available.

D2: The courses "Child and Elementary School I and II" attracted together 35,000 participants. More women than men were registered for these courses. Eighty-five percent of those registered were under 40. The courses did not quite meet their expectations and consequently were not evaluated very high.

C. Process

1. Planning

The Research, Documentation, and Archive department within TELEAC regularly receives many suggestion for possible courses. Most of the suggestions come from former course participants.

A smaller number of suggestions are submitted by organizations and institutes such as businesses, foundations, and government social and cultural institutions. In addition course suggestions are made by staff members.

Every year there are at least 100 suggestions which have to be studied. Since TELEAC can produce at most 15 new courses per year, there is a clear problem of choice as to which suggestions are to be realized.

The Research, Documentation, and Archive department periodically collects a number of course suggestions and brings together the pertinent documentation. Often the submitter of a particular suggestion is consulted. Sometimes the proposal has to be withdrawn because it is too specialistic.

The Research, Documentation, and Archive department provides the necessary information for the subject matter, the target-group, and the expected objectives. This information is obtained from documentation,

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research, and consultation with experts. If the management takes the recommendation of the internal commission, the course suggestion is developed in a first lay-out. The course proposal is then evaluated by an executive committee on the basis of three norms, each of which must be met. First, each subject must lend itself to a cursory treatment of at least four radio and television lessons. Second, each subject must be suitable for a multi-media lay-out. Third, the course must draw at least 3,000 participants. The final selection of the course suggestions is based on an evaluation of the following three criteria:

1. the need within the society for such a course
2. the extent to which a course supports new developments
3. the applicability for participants and viewers.

Finally, each course suggestion is checked to see whether the lay-out meets the general requirements of independence, objectivity, and pluriformity. If the executive committee is of the opinion that a course proposal is suitable for realization, and after approval of the general committee of TELEAC, production can begin. The Research, Documentation, and Archive department then collects additional material about the target-groups.

2. Methods

TELEAC is a multi-media project and has disposition over the following possibilities:

—Television: Extremely well suited to present a number of subjects visually so as to let the viewers see exceptional things. It can also set the learning tempo of the weekly programs.

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—Radio (since 1981): Especially well suited to participants' reaction, current news events, and interviews with experts.

—Written material: In general, this encompasses the entire lesson material. In addition to a course book, extra documentational material is often offered.

—Other study material: Audio-material is always included in the packets for language courses. For other courses slides or a do-it-yourself packet can also be included in the total packet of materials. In years past packets have included the following:

—a make-up kit for a theater course

—a home computer for a microprocessor course

—a wind station for a weather course

—a container with exotic seeds for a course dealing with problems in developing countries

—Meetings: These take the form of meetings for practice in language courses or of summer courses in the country where the language being learned is spoken. Other courses include extra oral lessons and still others excursions or demonstrations.

—Homework correction: The Written Instruction department of TELEAC has been recognized by the Minister of Education and Science. Within the framework of this recognition a course is offered every year with homework correction via a computer.

—New Media: e.g. a. videodisk
b. teletext
c. home computer

An example of a course complemented by these multi-media aids was a 1983/1984 course entitled POR FAVOR.

Media: Television ——20 lessons of 30 minutes
Radio ——20 lessons of 30 minutes
Written material ——workbook and textbook
Other study material ——6 cassettes or long-play records and one record with Spanish songs
Meetings ——at 32 locations
Summer course ——9 courses of 2 weeks in Salamanca
Homework correction ——none
New media ——teletext

3. Improvement

In standard evaluation research, use is made of telephone surveys. This is done for methodological and practical reasons. Telephone surveys are methodologically more sound because they deliver a higher rate of response than, for example, written surveys, and the results are thus more representative for the total group of participants. Additional advantages include the possibility of explaining questions and posing follow-up questions for non-codable answers. One practical advantage is that the results are available relatively quickly (two to three weeks after the completion of the course).

Disadvantages include: Not everyone is accessible by telephone, and telephone surveys should not last too long (15 minutes maximum). For this reason use is made of a standard question list. Execution of the polling is made by the research agency Intomart in Hilversum.

If a course has to be researched more in depth, a different method is implemented—an interview or written evaluation. Using the information from these evaluations, it can be decided whether a course is to be repeated or used only once.

4. Participation

For each season every TELEAC course is preceded by a public relation campaign. In 1985 the campaigns were composed of the following subcategories: TELEVISION. A general public relation program was produced. This program contained information regarding all the courses to be broadcasted that year. It lasted one half hour and was shown three times. For each course a 15-minute mini-film was produced. In addition one one-minute advertising spot was made which was shown on several occasions.

RADIO. The same holds for radio as for the television spots, with the exception of the length of the spots. These lasted at the most five minutes on the radio.

TELEAC-MAGAZINE, FOLDERS, POSTERS, and INFO-CARDS. The TELEAC magazine was issued two times. Eight-five thousand issues were distributed among former participants, personnel and education functionaries, various other target-groups and upon request. Different folders were produced and distributed for each of the courses. Posters were made for individual courses as well as for a total course overview. They were distributed in libraries and adult education centers. The same hold true for the INFO-CARDS which were also distributed among visitors of exhibitions and demonstrations.

PRESS REPORTS. Four weeks before the start of each course press reports are released to the national and regional press and to radio and television feuilletons in the Netherlands and Belgium. Depending on the course, material is also distributed from house to house. Appropriate specialist journals are sent an article for each project several months before the start of a course. There were many interviews done in response to these press reports because in 1985 there was a record number of participants.

OTHER ACTIVITIES. Press meeting are organized for some courses. Former participants can be informed if a follow-up course is to be offered. People can also be activated and encouraged to participate via teletext.

As can be read above, there are many ways to encourage people to register for a particular course. But there is no consideration made for "drop-outs", loss of enthusiasm among participants, and individual study problems. This is one of the characteristics of the multi-media course program. The participant has a large measure of freedom. He can make a selection from the various courses and can study the book alone or follow just the television programing. One disadvantage of these courses is the lack of direct feedback. This problem has been partially solved through the use of evaluation results.

D. Inputs

1. Participants

In 1985/1986, 253,417 participants were distributed over 17 courses. The smallest course was a English-language radio course (893), while the largest course was "Handiwork" (63,287).

Fifty-five percent of the participants were women and the percentage of men was, therefore 45%. Traditionally more men take courses, but this trend was broken for the first time this year.This can be explained by the nature of the course "Handiwork," "Child and Elementary School," and the language courses. The age of the participants is represented in the following table.

younger than 30	30-39	40-49	50-59	older than 60
21% of the total	40%	17%	12%	10%

Two categories of courses were responsible for for this figure; profession-oriented courses and courses in the sphere of society and education.

The educational level of the participants is represented in the following table.

elementary education "vocational training"	MAVO[1]	MBO/HAVO/VWO	HBO	WO
18% of the total	21%	27%	29%	5%

2. Needs

As has already been indicated in the section on planning, ideas for courses come from various persons and organizations. It is not a question of target-group specification because each course is open for anyone interested. There is, naturally, an expected target-group for every course

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[1] Translator's note: MAVO = Lower General Secondary Education, MBO = Intermediate Vocational Education, HAVO = Higher General Secondary Education, VWO = Pre-university Education, HBO = Higher Vocational Education, WO = Higher Education.

(which, in fact, is aimed at), such as the handiwork course which was geared to women, while the programming course was intended for men between the ages of 30 and 39 with a HBO-education. The courses are, of course, open to as many as want to participate.

3. Staff

There are about 80 staff members permanently employed by the TELEAC agency (splitting of part-time and full-time is foreseen), but every year a large number of free-lance and external experts is hired.

4. Content

Content of the courses

As was reported above, courses vary with regard to content. During the course year 1985/1986 the following courses were organized:

1. Follow Me 2 (English course for advanced students)
2. Tax course
3. Turkish and Moroccan women
4. Programming with PASCAL
5. Gute Reise (German for travel)
6. Dutch literature after 1830
7. CADCAM (design and fabrication with computers)
8. Handiwork
9. Child and Elementary School I and II
10. Management
11. English in Elementary Education
12. Art History
13. Bicycle Maintenance

14. The Superpowers
15. Your Own Business
16. George and Georgina (English-language radio course)

5. Finances

The cost per course ranges from 20.00 to 275.00 guilders. This depends on the course. A language course is more expensive because of the cost of cassettes or records, and the textbook and workbook. The cost of the other courses range form 50.00 to 75.00 guilders. The cost of the courses are financed by:

- course fees for study material
- course fees for summer courses
- contributions for group activities
- incidental subsidies

The budget for 1985/1986 took the following form:

ASSETS:	broadcast contributions)		
	subsidies)	fl.	11,430,000.00
	other contributions)		
	course fees	fl.	6,441,000.00
	interest	fl.	836,000.00
		fl.	18,707,000.00

LIABILITIES:	salaries)	fl.	6,156,000.00
	social provisions)		
	direct program + course costs	fl.	9,497,000.00
	other liabilities	fl.	3,508,000.00
		fl.	19,161,000.00

The net result of assets minus liabilities leaves a deficit of fl. 454,000.00 Calculating salaries is, to say the least, complicated, but I will attempt to obtain the information and then include the calculations in the report.

6. Facilities

The studios, which TELEAC uses for its radio and television broadcasts, are the studios of the NOS (Netherlands Broadcasting Authority). There is not much to say about the other facilities that TELEAC has at its disposal because much is contracted out and borrowed, and because many external experts make use of their own materials. Meetings and the like are, for the most part, organized on the regional level and are convened in local meeting halls.

7. Other

Public Relation Function. A number of the course participants indicated that they were motivated to take a course by the mini-film on television. Others were encouraged to do so by their place of business. About 19% responded to TELEAC advertisement and 3% of the participants registered after encouragement by family, friends, and acquaintances.

Because TELEAC is the only agency in the Netherlands which offers courses via television, radio, and written course material, it is subject to no competition. With the entrance of the video-recorder into the market, it seems that several people make use of one course packet. One person records the program and orders the course packet, while the others take the course without having to pay for it.

E. Evolution

As was indicated in the section regarding 'setting' in this report, the TELEAC agency was established on 10 December 1963. Eighteen months later TELEAC broadcasted its first course "Accidents In and Around the Home." The number of participants was 3,516. Until 1967 season most of the TELEAC courses were complemented by written material in the form of a syllabus.

Not until after 1967 can one really speak of a genuine multi-media course packet. First use was then made of written material and a record for a Russian-language course, for which 14,930 participants registered.

After 1970 the TELEAC agency was structured by the following departments:

—Research, Documentation, and Archive
—Television; Direction and Production
—Radio; Direction and Production
—Study Materials and Study Aides
—Pedagogy and Project Coordination
—Internal and External Affairs
—Financial and Economic Affairs

The number of participants has grown from about 20,000 in the course year 1965/1966 to approximately 255,000 in the course year 1985/1986. The number of courses offered varies from 12 to 17 every year. The total number of course participants varies from year to year. This highly dependent on the course offerings. In one particular year very few women participated in the courses. When this was later researched, it seemed that too many technical courses had been offered which had been geared to men with a higher degree of education.

In general, one can say that TELEAC caters to men and women, young and old, employed and unemployed, and the more educated and the less educated. In other word TELEAC is geared to every adult who wants to learn!

F. Influences

Clearly influences can be named which have an influence on the number of courses and participants. These factors are internal in nature and TELEAC is also aware of that (through evaluation results and the like). It does everything possible to increase the number of satisfied participants in the coming course year.

Through the years the percentage of the unemployed and the retired who took courses has always been 10%. This does not mean that today's rate of unemployed and people who took early retirement influences the number of participants in the TELEAC courses.

G. Other

I, myself, participated in 1981/1982 in a course entitled, "Avanti, avanti" (an Italian-language course for beginners). Although the television lessons did not enthrall me and I was unable to listen to the radio lessons, I did learn a lot by regular use of the study book. The set-up of the book with its reading selections, explanations of grammatical rules, and exercises, which one correct oneself, was quite appealing. In addition to the theoretical material, information was also given about Italy itself and Italian cuisine.

At the beginning of this year I took and short vacation course entitled, "Andiamo" (also Italian). The course packet consisted of a workbook, cassettes, and there were three television lessons and three radio lessons. The program encouraged the participants to continue and can also be seen as a "warm-up" to the big Italian course which will start in the fall of 1987.

As has been stated, TELEAC is the only agency of its kind in the Netherlands. There are, of course, several institutes that provide written instruction, but none of these institutes has television and radio at is disposal. For this reason, TELEAC occupies a unique position in the Netherlands in the area of adult education and training and is thus appreciated. As was indicated, there were 250,000 participants in 1985/1986. But more people profit from TELEAC courses. For every course lesson an average of 200,000 people view the program, and just under 750,000 follow all the lessons of a course without registering for further course material.

In comparison to other written courses most people take TELEAC courses because they see are interested in them or see them as a hobby or useful leisure time activity. Other, exclusively written, courses stress "investment in the future," and professional advancement. Language courses are taught more often for business and professional purposes.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name BEA OOSTING Phone number ______

Organization UNIVERSITY OF LEIDEN

Street Address ______

City or Town ______ State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PSYCHO-GERIATRICS FOR HOME HELPS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). E. PROFESSIONAL, OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

PROVINCIAL COUNCIL FOR SOCIAL SERVICES

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description ______

Psychogeriatrics for Supervisors
Bea Oosting, University of Leiden

TRANSLATION

[Title page]:

Case description of the psychogeriatrics course given in the framework of the 'Flanking Geriatric Policy' and coordinated by the Provincial Platform Association for Social Services
May 1987

A SETTING

The Provincial Platform of institutions is made up by the Provincial Platform [PP] Association for Social Services of South Holland [*Vereniging Provinciaal Platform Maatschappelijke Dienstverlening Zuid-Holland*] and by the association bureau, also called 'Platform Bureau'.

The federation for social services came into existence about 10 years ago.

Each denominational group in the social structure (Humanitas, Reformed, Dutch Reformed and Catholic) was represented by an advisor in the federation. Through an amalgamation of general social work and trained family assistance (GV [*gezinsverzorging*]), one general institution was obtained for social work. The Provincial Platform association was established on January 1, 1977.

The South Holland association office numbers 9 employees and 43 member institutions. Not all institutions in Rotterdam and the Hague are members. Each Dutch province knows a comparable platform of (social-cultural) institutions.

The structure of the association is as follows:

[translations of chart components]

member institution

GENERAL ASSEMBLY Platform Board

PROVINCIAL PLATFORM Platform Bureau

R.I.O R.I.A.M.

(regional FA institution council) (regional general social work institution council)

FOs: functional consulting groups

FO - management of SW
- administration
- staff for FA
- management for FA

FO management GZ [health care?] FO staff official GZ

[FA: family assistance; SW: social work;

All branches have delegates in the Functional Consulting Groups, which are formed according to nature of function. The general assembly is by statute the highest body. The PP has a support task and makes consultation possible among institutions for general social work and family assistance in South Holland. The activities of the PP are dependent on the demand from institutions and consulting groups, as well as the offerings of the Platform employees in terms of expertise, experience and time. The PP is not liable to make account to the institutions.

Not all member institutions make use of the total offerings of the PP. Four members have a so-called 'service membership': they do not use the mutual consulting circuit of the South Holland institutions. The PP sets up a program yearly in which the courses which it provides are announced. Institutions for family assistance and geriatric care sometimes provide courses by themselves for leadership staff. The psychogeriatrics course for supervisors working in family assistance in South Holland is a supplementary training project with a length of four partial days which is described here as a 'case'. Nationally there is the Central Council, which is primarily involved with the policy to be followed and looking after the interests of the institutions for family assistance and general social work. This Council works closely with the Ministry of Science, Public Health and Culture.

The PP is located in The Hague, a city of 484,123 inhabitants which came into existence in 1248, capital of the province of South Holland, where the government is also seated. Many people are employed in civil service and in industry: metal industry, printing works, food and luxury industry, and in construction. The unemployment rate is 16.6%.

In the way of educational facilities, there are 28 institutions which provide secondary and 448 schools for elementary education. Important HBO [higher vocational education] programs are: the music conservatory, academies for physical education, social work and plastic arts, and the institute of social studies. Further, The Hague is fortunate to have about 14 really large and heavily visited museums as well as many libraries, among which is the Royal Library. This city also can offer the necessities in the area of tourism: e.g. Madurodam (The Netherlands in miniature), the Kurhaus, many parks, horseracing at Duindigt, the Omniversum, Duinrell (a large recreation park).

In the area of public health care, a municipal medical service is in place, and The Hague has 8 hospitals at its disposal.

B GOALS AND OUTCOMES

The general social work and family assistance institutions which have been connected with the PP Association since 1-1-77 intended by doing this to attain two purposes:

- to promote and structure consultation between the institutions in South Holland
- that the above-mentioned institutions can get support from the PP; especially by means of the course offerings of the PP. The PP Association contributes to the professional development of functionaries [civil servants] working in the field of social work and family assistance.

The psychogeriatrics course for the benefit of supervisors is a supplementary training project offered in the framework of the Flanking Geriatric Policy.

Goals of this course:

- that supervisors acquire more (theoretical and practical) knowledge about aging people;
- that supervisors spend some time examining the possible disorders which can occur in the last (third) phase of life.

The goals are very clearly linked to actual practice: more than ever assistance is requested and given to seniors which places different and high demands on the workers charged with carrying it out:

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geriatric aides and [health care] providers and their advisers (supervisors for geriatric care). After taking this course, supervisors probably will be able:

a) to recognize the disorders sooner.

b) to put themselves better in the shoes of the elderly, which means that they can take action in a more directed manner and can resolve problems.

There is an indication for each topic what objectives are to be realized.

On the level of knowledge:

- important physical, mental and social disturbances are treated.

In the skills area:

- how one can deal with such disturbances: how to communicate with mentally ill old people; which specific actions are asked of one.

In the area of attitude:

- how does one stand vis-à-vis old people who exhibit some sort of 'disturbed behavior': a positive and understanding attitude with respect to the elderly is what is intended.

All of society as such benefits from this professional development. Getting older is something most of us do. Older people (must and want to) remain longer and longer at home, such that qualitative improvement of geriatric care will be for the good of many.

Outcomes-Goals

The directives for the program originate from the staff. Each staff member covers a specific area of family assistance/geriatric care or social work over which he/she has expertise. Preparatory work is

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done by the staff: reading materials are gathered, conferences held, and contact made with possible (external) experts. Before, during and after the course there is constant consultation with the instructors/course leaders if the staff does not itself take on the execution of the course.

In addition to the PP, the institutions sometimes organize and provide courses themselves for their employees. The Central Council also has course offerings.

Subject matter

The psychogeriatrics course consists of a theoretical and a more practical section. The theory consisted of an introduction by a clinical psychologist about physical, mental and social disturbances and information about various theories of aging and stereotypes which exist about the elderly.

During the practical part a substantial amount of capacity for empathizing is asked of the course members. They must also be prepared to make their methods open to inspection, and participate in practical exercises.

Outcomes/benefits

1. At least 5 to 7 courses/study days are organized for each target group. Courses can be attuned to people who occupy a directorial function, staff function, or supervisory position. Topics which have been discussed in the past are, for example: first-line cooperation, work rights, system approach, introductory courses for supervisors, and group work [progress and planning] sessions. The courses last on

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the average between 1 and 3 days, except for 2 which last longer.

The number of participants per course varies from about 10 to 130.

Groups are formed if there is a large number of enrollments.

Benefit for the participant.

It holds true for (practically) everyone at the end of the course that it is an incentive toward reflection on what one's own function is as a supervisor.

If a person takes part in an introductory supervisor course*, participation in other (continuation) courses or thematic days [inservices] is possible; sometimes the course gives the impetus to take other MBO [middle vocational education]/HBO [higher vocational education]/VO [adult education] programs.

Attrition of participants is low, about 1 to 2%. The reason for dropping out is usually illness.

The psychogeriatrics course numbered about 65 participants, divided into 2 groups. The maximum number of participants depends on whether the emphasis is placed upon theoretical knowledge (30 to 40) or upon practical action by means of discussions and exercises (15 to 25).

PROCESS

After a discussion with spokespersons from various institutions, a fairly extensive survey was done in the past among clients and institutions. The survey yielded little. The questions asked in the course of Functional Consulting Groups, and observations and remarks made give a greater contribution to the bringing about of the course program. Suggestions from the field are always welcome.

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This year a survey is being done among people who participate in the FOs for leadership, social work and staff

> *N.B. Participation in such a course is not required and does not form the basis for taking other courses.

2. Development and programming

At the beginning of July every year one begins collecting ideas, signals and questions in order to arrive at the definitive program for the subsequent year.

After that the target groups and the program are once again gone through and priorities are set. An initial program design is made: the ideas are worked through, after which all employees meet for one day on the program in order to deliberate/discuss.

Usually the activities involving content are taken care of by the staff, sometimes with the assistance of external consultants.

4. From the point of view of the PP, all 7 staff members are responsible to an equal degree for the program. As concerns its execution, the responsibility varies according to the topic. The appointed contact person can always be consulted in matters which relate to execution.

5. All 7 staff members examine the offerings every year. This rules out internal duplication in the course offerings. Externally there is consultation done amongst the organizations and inquiries are made at the existing institutions. After that a definite set of offerings is reached.

6. Evaluation

Participants receive no certificate at the end of the course. At the end of some courses, a report/summary is sent to the participants, as also is the case for the course described here.

There is no official evaluation procedure; evaluation is done, if at all, on an informal basis during the course. For longer-running courses, the program is examined afterward on the basis of targeted questions: e.g. whether the goals have been attained (totally), and whether the course material satisfied the expectations.

7. Staff

The staff consists of 7 persons, all of whom have expertise in a particular topic. There is someone involved with:

- organizational and policy matters (the chairperson of the staff)
- legal and policy matters
- registration and policy matters
- the content side of [health care???? If GZ is *gezondheidszorg*, then this is correct]
- the content side of social work
- assistance to the handicapped

Almost all staff members work full time: 2 are an exception to this and work 80% and 90% [respectively]. Two administrative employees and 1 minute-taker round out the personnel crew of the Bureau. The choice and supervision of those executing the courses falls under the responsibility of the contact person.

The psychogeriatrics course is taught by a sociologist and clinical psychologist and is coordinated through the PP by 2 staff members (contact persons). If it turned out that people are very difficult to find for a particular course, then the other staff members also get involved in coming up with possible course-givers and in teaching.

9. The program is presented, in addition to the above-mentioned institutions, to the Bureau Landelijk Contact W.V.C. [National Contact Office for Science, Public Health and Culture], to the Ministry of Science, Public Health and Culture, and to the provincial clerk's office, since the last-named is a funding provider.

Methods

Use is made during the course of the following course materials, among other things:

- a handout list of questions which made it easier to put experiences and thoughts in order with reference to old age.
- 'Old in a Different Way' [*Anders Oud*], discussion packet
- instructions necessary to carry out a role-play
- a ring binder (study folder) containing various theories about aging
- a list of literature based upon which the instructors had compiled and prepared the course.
- a film [called] 'Old in a Different Way' was shown on video. The film had been made in a Flemish old age home for mentally ill elderly persons.
- the [theoretical] positions and answers to questions posed were put on a noteboard [easel pad]

- the theoretical explanations were written on a board in summary fashion. The starting point was the existing knowledge of the supervisors, since of course adults don't need to 'learn everything' but already possess a degree of (basic knowledge) as baggage. Emphasis is placed upon 'experience-directed learning', which is characteristic for adult learning. It is from this that the following teaching methods, among others, were used:

a) role-playing; increasing insight into factors which determine attitude and behavior

b) working with theses [theoretical positions]

c) group conversations and discussions

d) presentations [lectures]

Each separate program component was briefly summarized by the instructors. The role-play, which took place on the last day portion of the course, was evaluated in the entire group.

A report on the first day was given at the start of the second day of the course.

Not all courses require the same amount of preparation time by the participants. Usually no preparation is necessary for courses lasting only one day; for courses of 2 days' length, 1 to 2 hours on the average.

Participants in the psychogeriatrics course are asked to read the book, *Hersenschimmen* [Shadows of the Brain], by Bernlev and to go through the study folder, which comes to an average of about 7 hours of study.

The length of the course varies by course:

- 1 day (2 partial days)

- 3 to 5 mornings/afternoons
- at most 5 blocks of 2 days.

Evaluation (Improvement)

Questions are asked with reference to the level of the theoretical introductions and whether they take up too much time in comparison with the other program components. Furthermore, evaluation can be done within one's own institution where one works as supervisor, during intake and team meetings, for example, on the basis of directed questions:

- to what extent have the goals been met?
- is it meaningful to have more supervisors from the institution take the course?
- to what extent is the course practically oriented?

The PP's contact persons can likewise, after or during the courses, use the letters and/or telephone calls which they receive from participants as an informal evaluation.

Ultimately the course leaders want to attain an increase in the expertise of supervisors with respect to the psychogeriatric client.

The dropout rate of this course amounted to 5%. The PP did not make inquiries into opinions of dropouts or the cause for dropping out, although this sometimes does occur by the institutions where the 'dropouts' are employed.

C4 Participation

The PP provides advising/information on an incidental basis

Soliciting [preparation, orientation?] of participants appears superfluous, given the short length of the course and the participation, which occurs on a voluntary basis. Participants can be admitted to the course without intake conferences, with the exception of people who have been on the job only a short time.

9. People are on a waiting list for some courses. A possible solution to this problem is to repeat the course in question if there is sufficient time and funds. The psychogeriatrics course has been held 6 times for 2 days [each], scattered across the province of South Holland.

13. In order to prevent people from deciding against participation because of practical problems, the courses are held in locations which are easily reached by public transportation, and course members can inquire with the contact person as to the possibility of pooling. Added to the course were 2 staff functionaries from 2 different institutions.

D. INPUTS

The 'geographical' origin of participants: all are employed in the province of South Holland. Differences can occur depending on where the institution is stationed: in villages or in a city, and how large the institution involved is.

Participants have a previous education of M.B.O. or H.B.O. degree in social-cultural work.

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The age of participants is between 25 and 65??? years, and 9 ? % of the participants are female.

Motivation

As a supervisor one can work independently: colleagues are met during office hours and intake team meetings, and sometimes during work discussions. Supervisors are motivated to take a course ________________, ...turns out to be a possibility of getting information from the outside to broaden one's outlook, and to take on some distance from one's own position which one occupies in the institution where one is employed.

2. Needs

There is no true, formal gauging of needs. The enrollments are seen as needs assessment.

3. Staff

Teachers who give a course coordinated through the PP never do this full time: it is a component of their total work load. The contact persons consulted with the instructors about content and intent of the course, took care of the registration, and with questions everyone gets by [?].

The staff of the PP consists of a solid team of people who have been working with each other for a long time: little turnover occurs in the staff.

The members of the staff have completed a university education in sociology and law, or an H.B.O. degree in social work and adult education. No use is made of volunteer activities.

4. Content

Each course concerns itself with a specific topic which is covered in a rather extensive manner. More frequently given courses are: 'Runaway youths' and 'The changing role of the manager'. 'Self-sufficiency' and 'Relatives, the victim' are examples of theme days held previously.

The content of the psychogeriatrics course:

1st day The process of aging:

- introductions
- what does aging mean for ourselves
- introduction on the psychology of aging
- application of what has been heard to personal experience
- dealing with people in closest contact to the elderly person and practical exercises with this.

2nd day Disturbances in the third phase of life

- report on the first day's study
- introduction on physical, mental and social disturbances which can arise during the third phase of life
- role-play an elderly woman who really shouldn't be living at home any more in connection with her aggressive behavior she distrusts many people out of hate [for her] environment, including the geriatric care provider

D5. Finances

In-kind: sometimes the RIAGG is willing to make time and materials available without charge.

The PP is 96% subsidized by the government and further receives funds on account of the membership of institutions (contribution). Of the total budget, 77% is spent on staff salaries and 22% on salaries of administrative employees.

[translation of headings]

Program Staff / GZ/geriatric care Institution / Public University

The instructors are paid per course topic.

The staff members have their offices in a building near the down-town area of The Hague.

Almost all of the courses are held in the Hervormde Kerkelijk Centrum [Reformed Religious Center] in Nieuwerkerk on the IJssel.

E. EVOLUTION

There were few courses in the past: courses for social work and supervisors were organized *ad hoc*. Only once a year was anything offered on the level of professional development.

The development which health care and geriatric care is passing through is the following:

- more and more requests for assistance each year
- different requests for assistance in comparison with before

The work load of the supervisors looks different: the supervisor is an organizer but also a planner (manager) of the process of providing assistance. Sometimes those doing the organizational (managerial) function and the guidance (assistance-providing) function of the supervisor clash.

Family assistance was first financed in 1948 through the State Subsidy Regulations. The purpose was to bring about a restoration of healthy family life In the subsidy regulations of 1953 it was declared that the work had to be performed under the supervision of a female expert The goals of family assistance read thus in 1985 to allow households to function as self-sufficiently as possible when either there is a shortage of money or one threatens to arise in regard to the tasks that need to be done.

The function of the supervisor is under discussion What minimum expertise must they have at their command? → Professional development is important and necessary The PP is involved with this

Cooperative connections

The PP maintains contacts with, for example

- first-line individuals
- neighborhood health care and medical welfare society
- the coordinating organization 'Youth Welfare'
- education/culture centers

F INFLUENCES

Due to budget cuts, many amalgamations of institutions are taking place, in the same city or area; the province followed.

The question is to what extent cooperation between institutions leaves room for a bit of autonomy There is a tendency toward decentralization (more activities in the communities, relinquish in the region), but also toward centralization: more matters must be handled centrally (nationally and provincially).

One social development from which tthe institutions will experience effects is the revision of the social security system: a number of agencies are either to disappear or to receive far fewer funds in the future.

Another development is that Holland is growing old the number of requests for assistance is rising drastically, and there needs to be 24-hour-availability service. The politicians placed great importance on home care. That came to be in 1987 neighborhood help, care from your neighbors That is, of course, much less expensive

G OTHER

The program can be considered representative almost all of the courses emphasize what one as a participant can do in actual practice with the [material] learned The theoretical portion took up too much time (50% of the time available) in comparison with other programs

29F/19

It was noteworthy that supervisors employed in the same institution often turned out to be representing the same opinions. The instructors spent too little attention on questions from participants.

Justification for selection

- employed in family care/geriatric care myself.
- have been trained and have done practica in social-cultural work
- I already had had contact previously with the PP coordinator.

Direct (positive) results for a course do not lie in the area of 'finding a better-paid job'. Rather one thinks more of a contribution to one's personal development through which he/she can perform his/her work as a supervisor differently and/or better.

What do you see?

An organization which maintains very direct contacts with people 'in the field'; true service is rendered to the employees of the institution. The threshold for establishing contact as an individual supervisor or social worker with one of the PP staff members is low [i.e., they are easily accessible]. The course offerings are very concrete and definitely practically oriented. Thanks to Ms. De Valk, who had an answer for each one of my questions and allowed me to 'sample' a bit from her years of experience.

In view of the more and more difficult working conditions for care providers and supervisors, the questions and problems will only increase in number. There is still plenty of work for the PP in the future...

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name R. Zuidhoff Phone number ______

Organization University of Leiden

Street Address ______

City or Town ______ State or Province ______

Nation Netherlands

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

In-service occupational training

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). E. Professional - Other

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Bank

6. Basic characteristics of service area

A. National geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description ______

TRANSLATION

Werkoverleg Inservice
for Middle Management of the Rabobank
Reinier Zuidhoff

"WERKOVERLEG" Inservice for the Middle Management of the Rabobank

A. Setting

The inservice is meant for members of middle management who:

- supervise several people
- participate in staff meetings
- carry out policy tasks

B. Outcomes

1. Goals

It is a part of the middle manager's function to deal with two meeting situations: the management team consultation and the *werkoverleg* [discussion of work accomplished and still to be done, and the conditions in which it occurs; implies participation by all present; translated hereafter as 'working meeting'] in the department. These are the two consultation situations at which the inservice is aimed. The general goal of the working meeting inservice is that the inservice participant can after completing the inservice:

- structure and manage a meeting or working meeting as an instrument which allows better functioning of the department.
- take part effectively in meetings, in particular in management team consultations.

The practical experiences of the inservice participants are tied into as much as possible in the inservice with the help of role playing involving these two meeting situations. The emphasis of the learning process is also focused on producing an optimal integration of learning and working, of the learning situation and the work situation

2. Benefits

After a few trials of the program and overcoming the usual initial problems, the program has now been running for a year and 15 inservices have been given. The number of participants per inservice amounts to 15. The total number of inservices which will be given totals about 80.

An evaluation takes place after every inservice on the basis of a standard evaluation form.

The experiences of the participants are in general positive, which is also apparent from the increasing interest in the inservice. No follow-up study has yet been done as to the effect of the inservice on the working meeting. Rather, reports come out of practical experience about the improved functioning of the working meeting.

C. Process

1. Planning

About two years after the basic middle management inservice, the office of the director of training programs heard clamor from former participants and trainers which came together into the question: What else is there?

There apparently was a need for a sequel in middle management.

The directorate of training programs then took an inventory of the desires expressed and considered them with responsible management of the banks and with the personnel and educational adviser. As the consequence of that deliberation a number of inservice topics were proposed to the middle management, at which time the working meeting inservice received preference.

2. Methods

The working meeting inservice for middle management is given throughout three consecutive days in a hotel with conference accommodations. The maximum number of participants is 15. There are 2 trainers per inservice. Role playing revolving around the two meeting situations in which members of middle management have a part is done in this inservice: management team consultation and working meeting in the department. The emphasis in introductory lectures prior to and post-discussions after the role playing is placed in this inservice on the the interaction and the procedural aspects of the meeting.

The structure of the inservice is as follows:

1. Situational role playing around management team consultation. The emphasis on observation and follow-up discussion of the role playing lies on the role which the inservice member fulfills as a participant in the meeting.
2. Again role playing around management team consultation, but now the emphasis lies on the role of the chairperson in consultative situations.
3. Once again role playing around management team consultation. This time, however, (learning) experiences are combined from the first two steps.

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4. The working meeting. With the knowledge gained from the previous steps, the inservice member now acts as initiative taker of the working meeting. He is the the chairperson of it.
5. Intermezzo. Approximately what is the role which the member of middle management assumes between the board and employees of the bank, and what does that role signify for participation in the management team consultation and the working meeting?
6. Coupling of management team consultation and working meeting. A joining of role-plays in which all (learning) experiences from the previous steps can be combined and carried over into the follow-up discussion of the role playing.
7. An attempt to create a linkage between the inservice and the working situation.

In summary, the following line can be set out:

1) inservice member → 2) chairperson → 3) inservice member and chairperson → 4) initiative taker and chairperson → 5) member of middle management → 6) combination management team consultation and working meeting → 7) uniting of inservice and actual practice.

The inservice participants receive some syllabi with theoretical background information in addition to a program synopsis.

3. Improvement

The inservice is given and organized by instructors/trainers from the directorate of training programs.

At agreed upon times, the project manager comes by during the inservice to see how it is going. He also provides the supervision and professional development of the trainers.

At the end of the inservice the program is evaluated on the basis of a standard survey form by both the inservice participants and the trainers. If necessary, the program is adjusted as a result of these evaluation data.

4. Participation

A study guide is published each year by the directorate of training programs which contains a synopsis of the training programs provided by the directorate of training programs.

The study guide is sent to all affiliated banks. Consultation among the director, department heads and bank employees takes place [to ensure] registration of appropriate persons in the inservice. The bank director is responsible for his employees. He can get support from the personnel and training advisor in formulating the educational needs of the employees and how they must be translated into a specific training program or inservice.

Each inservice member himself is ultimately responsible for his development, but participation in a training program made available by the bank can occur only after deliberation between the person involved and his supervisor, taking into account the career expectations of the participant and the needs of the company.

D. Inputs

1. Participants

The total target group consists of about 1600 potential participants, since the 'middle management' inservice is set as a condition for participation. The plan is that 80 inservices will be given with 15 participants each. This expectation is based on experience. Only 10% of the potential participants are women. This has to do with the image of the banking world, which still is a man's world on the management level.

Participants must fulfill all functional requirements which are stated in the setting [?]

2. Needs

Techological developments, reorganizations in the company, reevaluations of function, etc. have had noticeable effects on middle management. These developments frequently lead to augmentation of the workload and increase of tensions. An easing effect on duties was attributed to the introduction of working meetings, especially due to the improved relationship with subordinates resulting from them. However, it quickly became apparent that many members of middle management had difficulty with meetings and especially with chairing them. Thus emerged the need for more insight into aspects which play a part in a meeting situation. The banks themselves were not in a position to provide for these needs. After discussion of middle management with direct superiors and in cooperation with bank directors and a personnel and training manager, help was requested from the directorate of training programs. She then developed this inservice in consultation with the parties concerned.

3. Staff

There are in all 14 full-time trainers and 1 project coordinator assigned to this inservice. In addition, there is one administrative employee for support. One trainer provides a number of inservices and assists with further development of new inservices. The coordinator and the administrative worker are also involved with these tasks, except for the actual execution of the trainer's duties.

4. Content

Design in divisions of the day:

Day 1: Morning. Introductions. Inventory of items of attention for management team consultation.

Afternoon. Management team consultation role play. Inservice member as participant in conversation.

Evening. Situation enactment in role of chairperson/discussion leader. Inservice member as discussion leader.

Day 2: Morning. Enactment of meeting situations. Inservice member as discussion participant and leader.

Afternoon. Items of attention and working meeting situation enactment. Inservice member as discussion leader and initiative taker.

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Evening. Discussion of role of member of middle management. Inservice participant as member of middle management.

Day 3: Morning. Linking of management team consultation and working meeting role playing. Inservice member as discussion participant and leader and as member of middle management in role and function.

Afternoon. Linking of inservice and actual practice.

5. Finances

The total budget for materials comes to fl. 10,000.

In man days:	coordinator	10	In money x 800	= 8,000
	trainer	30	600	= 18,000
	administrator	10	400	= 4,000
	TOTAL	50		fl. 30,000

The development of the inservice therefore costs 10,000 + 30,000 = fl. 40,000. These costs plus the execution costs of the trainers per inservice (inservice lasts three full days): 3 x 2 trainers = 6 man days x 600 plus administration costs (2 days is 400) are passed along to the inservice participants.

The bank where the inservice participant is employed ultimately pays for the inservice.

6. Facilities

Since the bank has no lodging facilities, inservices lasting more than one day such as the working meeting inservice are organized with conference accommodations. In all other cases there is no extra provision needed. Buildings, instructor's manuals, video programs, syllabi, etc. are all under direct management.

7. Other

In the case of unsatisfactory provisions for facilities or bad performance on the part of the trainers, negative publicity will result. This goes on to affect the number of registrations for this inservice. Then a search will be made outside the company for a suitable replacement for this inservice.

E. Evolution

See above.

F. Influences

Members of middle management especially provide guidance to employees who are in direct contact with the client. The client of today has become more vocal and dares to ask more questions. It is of great interest for the bank to translate these signals into needs of the client. One of the frameworks in which this occurs is the working meeting between middle management and counter employees. This inservice has been chosen in order to allow the working meetings to function better.

G. Other

The inservice is designed specifically for the banking industry but is actually adaptable anywhere where consultation takes place.

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1. Person who prepared this case description

Name HENNY VANDER STEL-OVERDULVE Phone number 01866-1607

Organization UNIVERSITY OF LEIDEN

Street Address

City or Town State or Province

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

ADVANCED NURSING COURSE - PROFESSIONAL INNOVATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL TECHNICAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

HIGHER NURSING SCHOOL

6. Basic characteristics of service area

A. NATIONAL geographic size (such as square miles or kilometers)

B. __________ population (number of people living in area)

C. __________ urban/rural (density of population)

D. __________ worldwide

7. Year(s) covered by the case description 1984-1987

TRANSLATION

Concept

A world perspective.

International comparative analysis of selected educational programs for adults.

By Henny van der Stel-Overdulve, student of Adult Education, University of Leiden, the Netherlands.

Continuing Education in Health Care — Second Phase Higher Professional Training: Course of Study, "Professional Innovation".

A. Setting

In 1952 the Higher School for Nursing was begun in Nijmegen as a training program for "higher management positions in nursing", and in 1959 also in Leusden.

One should make a certain differentiation: a section for the area of Hospital Care and a section for Social Health Care. In addition, there were separate sub-categories in the program depending on whether one was preparing for the field of Hospital Management or Education. The differences between the fields of management and education have become even more strongly distinct in the course of time. As a result we now have two important courses of study, "Management" and "Professional Innovation."

Both represent a second phase of H.B.O. (Higher Vocational Education) within the current instructional structure of Higher Health Care Education.

29H/2

Nijmegen is a university city in the east of the Netherlands with circa 147,000 inhabitants. Of these 15,000 are students. The city is favorably located on the banks of the most-travelled river in Europe; the Waal, on the Ooy polder, in the area of Maas and Waal, and on the hills of van Berg, Dal, and Groesbeek.

The Nijmegen College is comprised of the Higher School for Nursing together with the Dietics Academy, Speech Therapy, H.B.O.-V. (Adult Higher Vocational Education), and other continuing Social Pedagogical Institutes.

Leusden was developed only in the past few years, because of its central location in the Netherlands and proximity to Utrecht. The Higher Training Program for Nursing was begun in 1959 in a rural area, amidst pastures, and includes the following training programs:

- the H.B.O.-V.;
- the Social Health Care program;
- management training in Extra- and Intramural Health Care;
- Teacher Training;
- Second-Degree Teacher Training in Nursing;
- Continuing Education in Health Care, course of study, "Professional Innovation" (VO-B);
- Continuing Education in Health Care, course of study, "Management";
- Continuing Education Activities e.g. learning to work with the computer;
- Study Conference in Work and Praxis Support;
- Post-H.B.O. courses, e.g. Health Information and Education.

The course of study "Professional Innovation" (1984) and the course of study "Management" (1982) were established to serve as a continuation of the H.B.O.-V. and are to be found in a 1971 regional policy concerning the role of the H.B.O.-V.

B Results

1 Goals

The two-year Continuing Education in Health Care—course of study; Professional Innovation—gives functionaries in the field of health care the opportunity to become trained in the initiating and supporting of processes of changes within institutions in the field of health care, and to become proficient in the execution of applied research for the purpose of innovation in the provision of care

Innovation means, in this case, change or renewal

The first group started in Leusden in 1984 with 43 nurses divided into two groups. There were two drop-outs during the whole program. At present, there are six groups.

The goal of the course of study—Professional Innovation—is not only to prepare nurses in positions for the purposes of quality developments and innovation in health care, but also in other disciplines such as creative therapy and para-medicine

The idea was to have content experts who, as staff members, act as support advisors or who can function independently as project leaders

The program can be followed with and without concurrent employment Sketched broadly, the program is geared to obtaining knowledge, insight, skills, and attitudes in:

1. the deepening of expertise in the profession;

29H/4

2. the innovation of professional practises, this includes among other things, the enactment of processes of change leading toward a better quality of care;
3. the support of staff members in innovative processes;
4. the contribution to research in professional practises to improve the quality of care;
5. professional advancement by means of supervision, work support and inservice training;
6. the search, by means of collaborative consultation and referral, for solutions to problems, the scope of which exceeds the extent of field of study.

Functionaries are seen as the target group serving as:

- Givers of care in more complex or specific situations, in which new work methods are developed with regard to the carrying out of the profession;
- Experts on the level of policy;
- Staff functionaries in institutions for health care whose concern it is to develop and improve the quality of care given.
- Advisors to employees in the field of health care, for the benefit of the quality, innovation, and development of health care.
- Researchers geared to the implementation of research data into praxis.

2. Advantages

In the beginning of the first program there was a district nurse among the students. During the program there were some students who were named to a similar position. They form a group of graduates who meet the original expectations with a specialist staff position, both intra- and extramural.

Most of the graduates follow the safe road and find a job. Some of them have set up a private practice, but it is very difficult to ensure oneself a large enough share of the market.

Especially those graduates in the field of mental health care tend to remain as experts in executive positions. They fulfill an important consultative for colleagues both in and outside their own institutions.

They are in an ideal situation to create and test new work situations—after all, ideas and impulses come to the fore from problems within praxis. A similar situation is also evident in other sectors.

Nurses with a Master's degree (U.S.A.)—because of the limited chance of entry into specialist staff position—often choose to be employed in private nursing practise. This would be impossible in the Netherlands because of our national insurance system. It would only be possible under some sort of alternative health care provision.

C. Process

1. Planning

The length of the training program is two school years. Each school year runs from August to July. Nursing instruction is given on three consecutive days every two weeks. The course of study is, thus, part-time and can be combined with employment.

29H/6

The program consists of 1,500 hours, 750 of which spent in the classroom and the other 750 hours doing the practicum. The school year consists of 40 weeks.

The daily agenda runs from 9:00 to 12:50 and from 1:35 to 5:20.

A part of the work in one's own institute, the internship, is done outside the school, i.e. not in the classroom.

The instructor team of the Advanced Training Program for Professional Innovation consists of contract and staff instructors. Contract instructors lecture in one or more modules and complete a number of instruction-support tasks.

Every group has a group instructor who is a member of the V0-B team. (Advanced Training Program for Professional Innovation-team)

The main sub-categories of the program are:

1. Support of processes of innovation;
2. Utilization of directed research;
3. Professional Expansion.

2. Methods

For the most part, the V0-B is based on the "concurrence principle". This means that a coupling need to exist between experiences gained in relevant work situations and those experiences gained in the learining of theory.

The program is partially organized in modules. During a period of about four weeks, coordinated course material is presented and treated topically. For the most part, instruction is problem-oriented. Because of this, the participation of the students is great.

29H/7

3. Improvement

The nursing profession in the Netherlands is currently undergoing an identity crisis. The existing (inservice) training program is still quite task-oriented. In addition, there are many women nurses who have learned to take up a position of "servant" and are reluctant to take risks. Day school training programs provide too little insight into this task-orientation and fail to give information regarding how current power processes and indoctrination function. They have the tendency to continue the status quo.
As a result of this, nurses do not learn to think critically about patient-oriented tasks.
According to some, the VO-B program fails to provide coherent insight into the field of health care. Others are of the opinion that this course of instruction strengthens nursing identity by which nurses can then with complete confidence assume positions of higher management.
In this manner, people who have experience with innovative career practices attain top positions. Innovation is often considered a responsibility of management.
By seeing to the betterment of quality of care, nurses especially are in a position to develop their field in an autonomous manner, and in so doing, the quality of care. In an economy of budget cut-backs with little room for pure support positions, it is good that a functionary can promote both sides of management. At the same time, the VO-B provides a good background for future higher management positions, especially for women.
In short, the first group of graduates from the VO-B is of the opinion that the program offers favorable opportunities in management careers.

Graduates can find staff positions and then concern themselves with instruction and/or supervision.

One point of criticism levelled by the first group regards the limited contact with the Advanced Training Program in Management. They believe this is necessary because "Managers" and "Innovators" will have to work together in the future. One possible solution would be to allow limited contact with the other course of study.

4 Participation

Application is made my means of a program registration form. The form is sent upon request and must be returned before May 1 to the secretariat. Applications made later than June 1 can not be considered for the course groups of that particular year.

Included with the registration form should be:

— Photocopies of school and professional diplomas and transcripts;

— Four recent passport photos with name and date of birth.

The application is processed when the administrative costs (fl. 25.00) have been paid.

Acceptance into the program is determined by the order in which the registration form are sent in. A waiting list is set up if the demand is too great. The candidate is then invited for an interview. The criteria for acceptance include prior education (Higher Professional Education in Health Care diploma), personal aptitude etc. Demands are also made of the business institute where the candidate is employed. The internship must be structured in such a way that the student is given the opportunity to

carry out practicum assignments and project changes. In order to follow the course of study adequately, total participation is necessary.
Since the program is primarily problem-oriented, self-motivation on the part of the students is called for. Knowledge is gained through individual study and/or working on assignments by collaborating in groups with colleagues from the same discipline. The practicum assignments must, insofar as it is possible, be be of benefit to the institution where the student works. If there is doubt about aptitude, a psychological examination can be included in the selection process. The costs are paid by the candidate and come to fl. 195.00 in Nijmegen. The Catholic Higher School for Nursing reimburses fl. 40.00.

D. Input

1. Participants

There were 43 nurses in the first group of students who began the program in Leusden. At this time (1984) half of the students were younger than 30 years old. For the most part they had had broad basic training—some via the H.B.O.-V, others via an inservice training and the Social Health Care Program. The percentage of men and women participants largely corresponded to the percentage already evident in the profession in the Netherlands. Women were in the majority. (38 women and 4 men) The most frequent position held at the start of the VO-B was that of a general registered nurse, such as (district) nurse (24), project leader(2), instructor/practicum advisor (8), chief (district) nurse (5). They were all very studious nurses who aspired to other positions so that they might further the field of nursing and who wanted to attend the program to improve their qualifications.

The actual course load consists of 1,100 hours per year, including the days spent in school.

As regards the practicum, the students must consider that they will be spending an average of 57 days in school because of vacations, exam weeks, and the like.

In principle, attendance is mandatory for all units of the program. The student is allowed to miss 15% of the lessons. If the directorate determines that too many units have been missed, the student is given the opportunity to make these up by completion of an an assignment et. al.

2 Needs

The wishes of the students are taken into account within the modular system.

3 The Staff

The staff of the VO-B consists of about nine staff instructors and eight contract instructors. For the most part, they work part-time. Coordination is the responsibility of one of the staff members—a pedagogue. She also has teaching responsibilities.

4 Content

The instructional program is comprised of the following elements:

1 The modules spread over three components, namely
   - the A component, "Professional Breadth";
   - the B component, "Supervision and Initiation of Innovation";
   - the C component, "Applied Research".
2 The practicum learning period.
3 The practicum supervision.

Instructional component A "Professional Breadth" is composed of the following modules:

— Care as a concept in health care;
— The position client/patient;
— The different visions of the profession;
— Theories and modules concerning health care;
— The identity of vocation in health care;
— The process of professionalization of the vocations in health care;
— Interdisciplinary collaboration;
— Structure of health care;
— Quality of care;
— Protocol-standardization;
— Intercollegiate testing;
— Critical observation of a number of methods of treatment.

Instructional component B "Supervision and Initiation of Innovation is composed of the following modules:

— Innovation as a change in staff equilibrium in a system;
— Innovation as a process of collaboration in problem solving;
— Visions of advisement/supervision;

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- Positions and roles of the advisor;
- Phases in a process of change;
- Methods of advisement/supervision;
- Social skill of the advisor/supervisor;
- Formation of policy with regard to innovation;
- Planning of innovation.

Instructional component C "Applied Research: is comprised of the following modules:

- Research interpretation;
- Research as a phased process;
- Forms of research;
- The research plan;
- The collection and processing of research data;
- The development of a research program;
- The relationship of results with goal, method, and techniques;
- The practical relevance of research results;
- Possibilities and limits of research;
- Research and professional development;
- Application of basic concepts of the computer and computer technology to problems with information processes in health care

Throughout the two-year program various testing and evaluation procedures are employed. The individual modules are brought to completion by means of an oral and/or written evaluation. The evaluation fulfills a two-fold function:

29H/13

1. It affords the student the opportunity to review and evaluate the relevance and significance of the material
2. It provides the instructor and course supervisor with information concerning feasibility, degree of difficulty, transferability, and coordination with other parts of the program

Testing is done in the following manner:

1. A paper written in the first academic year;
2. Assignments within the practicum;
3. Examinations;
4. A written policy document, *casu quo,* extended essay;
5. Presentations.

The final examination contains the following sub-categories:

1. Three to five modules determined by the institute;
2. Learning experiences in the practicum;
3. Extended essay or policy document;
4. Examination interview with determined discussion topic as a basis

5. Financing

The program is financed by the Ministry of Education and Science. The course tuition law-H.B.O. is applied.

The students pay a annual fee which is determined by the Minister. At present this is about fl. 1,200.00. Furthermore, the students are asked to pay a fee of fl. 150.00 to cover non-subsidized costs. The registration fee and advance-payment for photocopying come to about fl. 100.00.

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Students in Leusden must allow for about fl. 600.00 to cover the costs of books and study materials.

The Catholic Higher School for Nursing issues module books for each module. Pertinent literature makes up part of these module books. Because of this, fewer books need to be bought.

In principle, it is possible to apply for a subsidy to defray tuition from the Principle Department for National Scholarships in Groningen.

If, during the course of the year, the fees seem too low or too high, an adjustment is made.

6 Facilities

The schools have an extensive library. Furthermore, video, film, and slide projectors are available. Instructors also use the overhead projector.

7. Other

Public relations for this program is done primarily by the first group of graduates from the program. A motivating factor was the enthusiasm of the whole group. In November 1984, the symposium "Professional Innovation in Nursing" was held. The interest was so great that a number of registrants had to be turned away. The emphasis of that day was on the presentation of 12 projects reflecting change in both intra- and extramural health care.

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E Evolution

The idea for a professional training program subsequent to the H.B.O.-V. was born with the H.B.O.-V. itself. It can be found in a regional policy of 1971 concerning the role of the H.B.O.-V. and the various other (inservice) training programs leading toward a nursing training degree for nurses.
In addition to a secondary course in organization and education, one differentiated, even then, a secondary course geared more to professional practices. The initiative was taken in 1974 by the then inspector for Social Pedagogical Education, Mr. C. Graamans, to give the term "to manage" a more specific meaning. Thus began the course of study "Management" (1982).
Later a difference was made between managing as a manager and managing as an advisor/supporter of innovative precesses.

F Influences

In the first group, working, in addition to studying was often a hindering factor. In spite of the promise to collaborate on praxis assignments, it was often very difficult, especially when one considers the duress of the course of study. Many students gave up their jobs during the program and asked for subsidies to compensate for tuition. To illustrate: twenty students held jobs at the beginning of the program; at the end only five.
A motivating factor was the enthusiasm for nursing in the aforementioned group and the wish to put their visions regarding their profession into practice.

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At present the results of the program are not yet evident, considering the number of graduates. Changes are often complex and can not be realized from one day to the next.
The graduates in this field of professional innovation have in the meanwhile rallied their forces and established a union.

G. Other

In my opinion it is very important that nurses in the field of health care focus their energy to bring about improvements in the provision of care The nursing profession seems ready for large scale innovations and research. This also holds true for the Netherlands. I think it is a fortunate development when the patient/client remains central within the focus.

Reading List

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name HENNY VAN DER STEL-OVERDULVE Phone number ______

Organization UNIVERSITY OF LEIDEN

Street Address ______

City or Town ______ State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

( ) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PART-TIME TRAINING-SICK-CARE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL TECHNICAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

NURSING HOME

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description ______

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TRANSLATION

Streekverpleegtehuis "De Plantage"

HENNY VAN DER STEL-OVERDULVE

Concept

A world perspective:
International comparative analysis of selected educational programs for adults.
By Henny van der Stel-Overdulve, student of Adult Education, University of Leiden, the Netherlands.

A) Setting

The first experimental part-time program for health care professionals got under way in 1982 in the Training School K.V.V. in Rotterdam. On 30 March 1984 diplomas were granted to the first graduates. The second experiment ran from 1984 to the end of 1986. At the time being, there are three groups under instruction. The fourth will begin in September of 1987.
In the beginning of 1986, the Training School K.V.V. was moved from Rotterdam to Hoogvliet because the building which had housed the school had to be demolished to make room for a city park in the heart of Rotterdam. After the Second World War Hoogvliet expanded and became a suburb of Rotterdam since many houses were destroyed by bombardments. Furthermore, many oil refineries, such as Shell and Esso, were established in the Europoort. Many inhabitants moved there. At present the population of Hoogvliet is ageing. Young people would rather live in Spijkernisse, which is in the process of becoming a

29J/2

commuter area. The Training School K.V.V. is housed in a former elementary school.
Rotterdam is the site of the Erasmus University. In addition, it also supports another university and other institutes for medical care instruction. Contact with these schools is limited. The Training School K.V.V. has the most contact with the Regional Employment Exchange, the five associated nursing homes where practical training is done, and the Regional School Rijnmond Noord (a training school). The institute is not independent and is regulated and tested by the National Consultation Body which is represented by:

1. The Regional Employment Exchange
2. The Training School K.V.V.
3. The Central Public Health Authority
4. The National Hospital Council
5. Someone at the local level

The coordinator of the part-time program for health care professionals is an advisory member.

B) Results

1) Goals

The following objectives formed the basis of the first two experiments of the part-time variant:

—to offer the necessary schooling and support to middle-aged women who were looking for suitable work

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—to accommodate the future demand for certified health care professionals, whereby in this category of women, the furtherance of quality and care were taken under consideration

The point of departure was that in the end, the objectives of full-time training should also be the same as for part-time training The work at a nursing home for the long-term, physically ailing, and psychogeriatric residents is, after all, on the same level.

In the last of the three groups there was a revision with regard to the objectives: adult education for women.

At present, is is assumed that this training program can make an essential contribution to solving the staffing problem in nursing homes

The target group, to which the training is now geared, consists of young men and women from 25 years of age and older, who are registered at the Regional Employment Exchange as unemployed. The training lasts no longer that 130 weeks (the length of the full-time training).

It is assumed that the number of training hours can be cut on the basis of the prior experience of the students

2) Advantages

The objective concerning adult education will certainly be attained

Potential candidates usually do not come from the ranks of the unemployed. It is more often the case that they have been working in the field of health care as medical aides (not certified)

for an employment agency, or who had already been in a training program and for one reason or another discontinued their studies. For

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example, the last group began with 21 candidates, 14 of whom had already been working in the field of health care.
If their preparatory training deemed insufficient, the possibility for acceptance is provided via a test and an application interview. The drop-out rate is 40%.
The groups which took the final exam in November 1984 began with 25 and finished with 15 candidates.
The reasons why candidates do not complete their training vary to a great extent. The amount of actual work in health care departments is, at times, underestimated. Despite the fact that it is part-time work, it takes a lot of energy to combine this in-service training (instruction and work) with family life. Discontinuance because of the theory occurs less frequently than because of private and practical considerations.

C) Process

1) Planning

Since the target group of the part-time program is different from that of the full-time program, the method of instruction is also different. Insofar as it is possible, the format of instruction is coordinated to meet the needs of adult education.
The training of young adults places different demands upon schools, instructors, and the practical field supporter. The specific demands which are required of adult education stem from the fact that the experiences of the students are central to the learning process and form the basis for the perception of their environment. Furthermore,

instruction must be functionally geared toward working in a nursing home—in other words it must be useful

The National Working Group, which was formed to develop, enact and evaluate experimental training, bears general and ultimate responsibility for the project, and at the same time, functions as the advisory body of the financier—the Regional Employment Exchange.

The National Working Group has established two commissions to deal with a number of tasks.

In order to guarantee communication between these commissions one or more members of the National Working Group attend meetings of both commissions:

a) the Bezop (the support commission)

b) the candidate selection commission

A curriculum is presently at an advanced stage. The students work for the most part as supernumerary staff members in the five nursing homes. All practical and material organization is coordinated by a full-time nursing instructor whose role is of central importance. She is the contact-person for the various institutes and conducts monthly planning meetings with instruction coordinators and practical assistants.

2. Methods

From the standpoint of a developed vision of care and instruction, problem-oriented training forms an important sub-category within education. This method is even more evident than in full-time training programs, especially when the experiences of adult students are taken into account. The method is difficult to learn in the beginning and requires a lot of energy from student and instructor alike. The expectations of students is that they will amass knowledge and have to do much written work. Returns are yielded only later. The learning tempo continues to accelerate. The feeling of, " we're not learning anything here" is a stage that every participant must go through.

Much attention is paid to experience-oriented instruction using life and work experiences of the students, but this has not (yet) been put in written form. At the beginning of the course the participants find this at at times threatening and fear that they will have to relate intimacies, or that they will "change." This feeling disappears during the course of instruction.

This type of instruction requires close collaboration of participants and instructors.

Working in groups is thought to be a good preparation for later team work in the ward. A core-team, consisting of the nursing instructor (coordinator), the instructors of anatomy/pathology and psychology often offer one or more team-taught lectures.

Considering the heavy teaching load of the instructors of anatomy and physiology in full-time training program of health care professionals, this type of team-teaching can not always be realized in its entirety. The instructor of psychology in the last groups lectures only in the part-time program. This is seen positively by the organization, since periods and appointments can not always be coordinated.

3. Advancement

The quality of training given by the instructors is not tested directly in the field of adult education. This happens more intuitively. Selection of instructors is geared to those who have a special interest in working with adults. There is, however, much consultation among the instructors. The instructors have taken no courses geared to teaching adults.

The school curriculum topics, which will be treated during the course of instruction, have been determined. For each topic the students are given a notebook. In addition to case studies, assignments, subject material, and further references, these notebooks treat objectives with which the student must be familiar by the end of the topic period. Programmed instruction has been developed for pharmacology.

The evaluation of the instructional learning process takes place in two ways:

a) product evaluation

b) process evaluation

The product evaluation is reflected in a table which gives an overview of the course during instruction.

The process evaluation is given at the level of the participants and course instruction as well at the level of the the Bepoz (support commission), instructors, training coordinators, and the practical field support.

4. Participation

Potential candidates register, in writing or by telephone, at the Regional Employment Exchange or the Training School K.V.V. in Rotterdam. Applicants are screened by the selection committee's evaluation of their application forms. Whenever there are not enough applications a notice to that effect is placed in various daily and regional newspapers.

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Thereafter an information lunch is organized. This meeting entails no obligation and proceeds in the following manner:
After a word of welcome by the director of the Regional Employment Exchange, the meeting proper is held. The content and procedures of part-time training are explained by the coordinator. Someone from the practical field in the nursing homes gives a short talk. Most of the time a current student is present to tell of her experiences and what it means to be a student. After a short break there is opportunity to ask questions, and further procedures with the Regional Employment Exchange are explained. Registration forms, which must be submitted by a certain time, as well as informational brochures on part-time training leading to certification as a health care professional, are distributed.

In addition to filling out the registration form, the potential candidate is encouraged to write a letter of application. In the registration form the candidates are given the opportunity to indicate which nursing home they prefer to complete their practicum. Four of the five participating nursing homes are located in Rotterdam, one in Brielle.

Candidates who have not had training at the Lower Professional Instruction level are given a text.

The selection committee selects from the pool of registration forms and letters of application 12 candidates for each nursing home.

The nursing homes select from these about five persons. Those chosen undergo a medical examination.

The Training School does not participate in the selection.

Responsibility for the test lies with the Job Selection Department of the Regional Employment Exchange in Rotterdam.

The students come to the course with different backgrounds. Some are in need of much support, especially the development of study skills. Their familiarity with library facilities also varies. Students learn how to look up things, e.g. references in the literature and the like, and how to read synopses. Especially in the beginning they have to spent a lot of time reading the notebooks. Their responsibilities at home are taken into consideration, and consequently not too much homework is given. At the end of the introductory period, (three months) the students in the September group of 1984 were asked to write a summary of their experiences. Not a single student described her experiences. This assignment was repeated at intervals. The limited number of descriptions hardly ever results in relevant information. The Training School K.V.V. indicates that the introduction was not executed in the correct manner and that it would perhaps have been better to conduct detailed inter-views instead of having the students write a summary of their experiences.

D. Input

1) Participation

The experimental part-time training program was initially set up for women who had missed their chance at a professional education. After March 1987 such training was also available to men. Most of the students are at that age where they have small children. The average age is about 34 years. The social background varies from student to student. Communication problems can arise because students from other cultural backgrounds also participate in the program. In the September 1987 group there were, at the outset of the program, fourteen participants who were married and eleven who were unmarried. Of the eleven single participants, six had previously been married. The average number of children per student is 1.72.

2) Needs

In the introductory period the needs of the participants were taken into special consideration. However, they had to take steps on their own for help. Special attention was paid to communication techniques. The role of the instructor is much more than that of a counsellor.

3) The staff

The staff consists of a number of instructors. The nursing instructor (coordinator) works full-time and travels one day a week to Nijmegen, where she takes part in a part-time teacher training course for nursing (2nd degree qualification). The instructor for anatomy/pathology lectures in the full-time and part-time program. He works full-time. The instructor for psychology has a position outside the Training School K.V.V. and lectures only when it is necessary, as do the other instructors.

4) Content

The part-time program toward certification as a health care professional last 130 weeks and consists of three instructional periods:

1) the introductory period of 13 week (3 month) in preparation for the profession

b) the first instructional period of 65 weeks (15 months)

c) the second instructional period of 52 weeks (12 months)

The complete program consists of 820 hours of instruction. Lectures are given in the morning hours (4 hours)

Thematic oriented material aims at integrated instruction.

The resident/patient and a specific problem or behavior are central to the thematic idea, as is how support and care of that resident is to be given. Here nursing plays an important role, as does knowledge of certain syndromes, medications, and skills.

The training program is geared in such a way that the candidates become increasingly independent and can bear the responsibility for residents/patients, families, colleagues, and volunteers

5) Financing

For the most part, the two experiments were financed by the Ministry for Social Affaires and Employment including labor and instruction costs. Execution thereof was in the hands of the Regional Employment Exchange.

The participants were supernumery staff members. They did not need to furnish a product and could consider all the time spent in the nursing home as learning opportunities.

In every nursing home there was a practicum advisor for the support of the students. The participating nursing home paid a portion of the costs.

At present the Ministry does not reimburse everything.

6) Facilities

The Training School is located in a former elementary school in Hoogvliet. The building is rented from the city of Rotterdam.

Instructors and students have a library, film, slide, video, and overhead projectors at their disposal. In addition, there is a room were practical nursing skills are practised.

7) Addition

The coordinator is free to invite guest lecturers from e.g. patient groups.

E) Evolution

The initiators of the experimental part-time program for health care professionals were:

a) The Ministry for Social Affaires and Employment/Director-General for Employment Policy;
b) the then Ministry for Public Health and Environmental Hygiene;
c) the Central Public Health Authority;
d) the National Hospital Council/Dept. of Quality, Care, and Instruction.

In addition to the initiators, the following are members of the National Working Group:

a) the Foundation for Cooperative Nursing Homes—Rotterdam and Environs;
b) the Regional Employment Exchange;
c) the Professional Organizations;
e) an expert with personal title.

One striking result of the Rotterdam experiments is that it seems possible to learn the same practical skills in half the time. In addition, support is lent to the position that older women, because of their (life-)

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experiences and attitudes, can make a positive contribution to the quality of care in the nursing home

In the beginning stages is was doubted that students in the part-time program would be able to function as fully fledged health care professionals, but it appears from the results of examinations and evaluations that this is not the case. Concluding interviews of participants in the part-time program are in content more in-depth than those in the full-time program.

In the last six months there has been a great demand for part-time instruction. In addition to Rotterdam the following cities have started or will soon start projects:

Groningen, Almelo (also participated in the experiments), Utrecht, the Haag, Haarlem, Leiden, and Amsterdam. These are all big cities. This is due to the necessary collaboration with the Regional Employment Exchange.

Central training schools can begin instruction if they have receive consent and follow the Outline Plan of the National Hospital Council. Rotterdam was and remains the "motor." The coordinators conduct planning meetings twice a month in Utrecht.

F) Influences

The family can be a hindering as well as a motivating factor in the program. The students expect incidental support from the members of the family. In reality, however, concrete support is in general less evident. This is not usually considered a problem. Students participate less in family life because they have to study. Irregular working hours, e.g. working on the weekend and at night, influence family life.

Sometimes prior work experiences (some having lasted many years) are a hindrance. Students find the presentation of some things on the theoretical level too visionary. Bus connections are not always good. For four hours of instruction some students must travel an hour and a half. Sometimes they come from far out in the surrounding region. e.g. Oud-Beijerland and Strijen, a distance of circa 20 to 30 kilometers. The students want to use the lecture time as efficaciously as possible.

G) Addition

In view of these developments part-time instruction for health care professionals for middle-aged women and men deserves continuation. The chances of satisfactory quality work will be increased.
The life experience of these students has a positive influence on their motivation and academic results. Those successfully completing the program are incorporated as qualified staff members in the employment process.
From the point of view of the nursing homes, there exists sure proof of their trust in this type of instruction. This is underscored by their participation and further expansion of this program.
Pioneering work was done by the Training School K.V.V. in Hoogvliet, especially by the director Ad de Jongh, M.A. and the coordinator from the very beginning, Mrs. Carla Nuyten.
A great percentage of the costs are assumed by the Regional Employment Exchange. Because of continuing comprehensive budget cut-backs, it is questionable whether the Regional Employment Exchange will be able to continue its financial support.

If the nursing homes come to bear the financial responsibility for part-time training, the supernumerary status of the students will no longer be guarantied. Whether it will still be possible to learn the same practical skills in half the time is very doubtful

At this stage nothing can be said about the results of part-time training of health care professionals.

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World Perspective on Adult Education

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1. Person who prepared this case description

Name ANNETTE VAN DEN BERG-RAN Phone number ____

Organization UNIVERSITY OF LEIDEN

Street Address ____

City or Town ____ State or Province ____

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

IN-SERVICE TRAINING - BASIC GENERAL NURSING

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL TECHNICAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

HOSPITAL

6. Basic characteristics of service area

A. CITY geographic size (such as square miles or kilometers)

B. 230,000 population (number of people living in area)

C. URBAN urban/rural (density of population)

D. ____ worldwide

7. Year(s) covered by the case description 1987

TRANSLATION

Description of Inservice Training toward General Nursing Degree

ANNETTE VAN DEN BERG-RAN

A. Setting

The inservice training toward a degree as an *A-verpleegkundige* (A-nurse) has for a long time been given in the general hospital. The 'A' stands for *algemeen*, 'general' which differentiates it from a 'B'-nurse, who is employed in a psychiatric institute, and a 'Z'-nurse, who cares for the mentally handicapped. The Deaconesses' Hospital in Utrecht is one of the few hospitals which still offers its own training program. Most hospitals have transferred their programs to a central training school.

In the inservice training program the student is at the same time both employee and student. Instruction in theory is alternated with practical learning periods.

The Deaconesses' Hospital in Utrecht was established on 4 November 1844. Training toward A-nurse status was initiated in 1947.

Utrecht is a centuries-old city and is located in the center of the Netherlands. The city is known for its beautiful Gothic cathedral tower (112 meters), the highest church tower in the Netherlands. It is a city of some 230,000 inhabitants.

Utrecht forms the hub of railways, waterways, highways, and intercity bus routes. Its status as a conference and convention city is favored by its central location. Utrecht, as host-city, benefits from the Royal Dutch Exhibition Fair.

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At present the Deaconesses' Hospital has 527 beds and 15 beds for outpatient treatment.
In years past one became a nurse out of a sense of calling or mission. It was a very difficult, undervalued, and underpaid profession primarily performed by women. In the 1960's the profession received more respect as men entered the nursing and care sector. In 1967 a restructuring of the institutions took place which enabled the graduates to call themselves *verpleegkundigen* instead of nurse and male nurse.[1]
It is the goal of present training to enable nursing students to recognize and analyze nursing problems, and with this as a basis, to plan, organize, perform, and evaluate the care of individual patients. Before the student can be called a nurse, she must meet certain conditions. To this end legal regulations for instruction as well as legal protection of the title "nurse" have been established.
The duration of training is three years and ten months. The legal requirements are:

— an age of 17 or older
— MAVO (lower general secondary education) diploma at the D-level
— diploma from a secondary professional school
— health care diploma

B. Outcomes

1. The objective of inservice training.

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[1] Translator's note: The term *verpleegkundige* is a title which refers to both male and female nurses. It will be translated here as *nurse*. It is assumed that *nurse* will refer to both male and female nurses.

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In the Training Regulation for the Diploma of A-Nurse (RODAV '86) the following periods were differentiated

1. The introductory period.
2. The first instructional period.
3. The second instructional period.
4. The third instructional period.

It was indicated in the definition of objectives of the different instructional periods as to how the responsibilities of the student/nurse were to take shape.

The learning process takes place during the instructional periods and culminates in the A-nurse certification.

The curriculum is divided into a number of learning units which consist of interrelated theoretical and practical components.

In order to get an overview of the curricular process, it is necessary to indicate which of the different instructional-period-objects the students must have minimally mastered before they are allowed to continue with the next instructional period.

In the RODAV '86, general and specific learning objectives were formulated which serve as intermediate goals for the instructional periods at hand.

The general and specific instructional goals are put into operation in the curriculum and the practical training book.

The Program

Duration of Training

The training program consists of a theoretical and a practical component and lasts a total of three years and ten months. There must be at least a total of 1320 hours of theoretical instruction.

Professional preparation period:
30 weeks, of which 23 weeks = 690 hours are devoted to theoretical instruction.
4 weeks = 144 hours practical training.
3 weeks vacation.

Clinical period:
1st instructional period: 12 months of at least 180 hours of theory.
2nd instructional period: 12 month of at least 180 hours of theory.
3rd instructional period: 15 months of at least 180 hours of theory.
The clinical period must consist of at least 630 hours of theoretical instruction and 1248 hours of practical training.

Structure of the Program in the Deaconesses' Hospital

Theory must procede praxis. This remains a prime consideration throughout the program, and the planning for the practical component is geared along these lines.
Nursing is central to the course of instruction. The program is subdivided into themes which have been derived from the intermediate and end terms laid out in the RODAV '86.
Together with the help of specialist teachers the material is integrated as much as possible.

Practical training follows instruction in theory. General practical goals and the general practical curriculum are formulated on the basis of the given theory. At the same time, these general practical goals form the basis of operational consultations on the nursing wards.

First Instructional Period

This consists of three encapsulated learning units. Learning units 1 and 2 together last six months and are carried out on Ward 1. Thereafter the students are transferred. At the end of the first instructional period the student will have worked in the general internal medicine ward and general surgical ward.

Second Instructional Period

During this period all students work in the pediatric and maternity wards; the minimal training period per ward is six weeks and the maximum period is two months.
In the months remaining the students work either in the surgical ward or the internal medicine ward. This means that the group must be split for some theoretical instruction. Students must attend the lectures which relate to specialization of the ward in which they work. The second instructional period consists of two learning units and three final stages.

Third Instructional Period

In the first eight months practical training is given in the specialization not done in second instructional period. This means that the group is once again split for some theoretical instruction.

This first learning unit consists of two final stages. After these eight months, the last instructional unit follows. The students may then indicate which ward/specialization they would like to work in. At this point the national written examinations begin. The instructional period is completed by means of an extended essay, and the training program proper, by means of a final interview.

Areas of Instruction

	Professional Preparatory Period	Total
Nursing	190 hours	400 hours
Personal Interaction	120 hours	200 hours
Hygiene	130 hours	190 hours
Pathology	75 hours	250 hours
General Professional Support Subjects	100 hours	175 hours
Electives	75 hours	105 hours
Totals	690 hours	1320 hours

Examination Program

a. Written component: Hygiene, Pathology, Personal Interaction, Nursing.

b. An extended essay

c. Final interview based on a given subject for discussion.

Curriculum Development

Lesson plan: from the general to the specific
from healthy to sick
from general to specific professional training
professional care

2. Benefits

Each year two groups of 20 students begin the program. The average age is 17; older students entail more cost, so that in principle, no more than two students over the age of 21 are taken for each group. The total number of nursing students is 164. There is about a 10% drop-out rate. Reasons given for discontinuance are, for instance, too heavy (physically), not exactly what I had expected, problems at home with irregular working hours, working *and* studying is too difficult.

After three years and ten months the students receive, upon successful completion of the examination requirements, a legally certified diploma and an insignia with a number which corresponds to the number on the diploma. This number is also registered with the Ministry of Public Health. At this stage one is certified as a nurse.

Most of the graduating nurses continue to work in the Deaconesses' Hospital for a year or two.

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The Deaconesses' Hospital is at present not equipped to offer further specialization such as in the field of pediatric care.

In addition to working, it is, however, possible to continue training such as in the areas of health care management training or toward a degree as a nursing instructor.

C. Process

1. Planning

Each year the nursing team holds a consultation and planning meeting to determine the form of the instructional material. The nursing instructors team consists of a chair, an assistant chair, and three nursing instructors. In addition, an administrative staff member is also present as secretary.

There are approximately 30 specialist instructors who give lectures. There is regular consultation between the instructors and the nurses to ensure that theory and practice are geared to each other. The instructor for nursing determines which topics are to be treated because nursing constitutes the central area of instruction. The specialist instructors must be geared to this main area. There is a problem which is often encountered when doctors have to give lectures; namely, they "have" to do this in accordance to the agreement made with the hospital. These lectures often suffer from a want of didactic quality and interest. Furthermore, each specialist is tempted to wander off to his favorite topic, which does not always conform to the curriculum.

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2. Methods

The method of instruction differs according to the nature of the topic at hand. This can be done in either small or large groups. For the most part, work at the practical level is done in small groups. The group works at the same pace and takes examinations as a group. The integrated examinations are given in class, and practical skills are tested in groups of three to four.

The educational point of departure is to train the student to be a self-reliant individual. Working in modules, in which each person is responsible for his own learning process, helps students to that end.

During the lessons, respect for the students, their values, and standards is central, as long as they do not conflict with nursing attitudes.

A holistic vision of man is the foundation of instruction. This means that the student is seen as a socio-psycho-somatic unity. This vision is also treated within the instructional system. The Deaconesses' Hospital also espouses the Christian vision of man and carries this out in deeds. This manifests itself in policies concerning abortion and euthanasia.

The books used during the course of instructions are bought by the students.

Each classroom has a blackboard and reversible blackboards. There is also a library. Audio-visual aides such as films, videos, slides, overhead projectors, and models can be used during instruction. Furthermore, excursions and training days are organized.

For the practical component the classrooms are equipped with everything the students need to practise medical care.

The didactic points of departure in the practical component are: to learn through experience, to learn from fellow students, and the development of a proper attitude toward nursing care

3. Professional Advancement

Team consultation: Each week there is a team meeting where all sorts of problems are discussed. Each nursing instructor has weekly consultations with the head of instruction to discuss progress.
The head of instruction calls monthly meetings with the heads of all the departments and semimonthly meetings with the personnel department. Meetings are also held every week with the head of the practicum component.
Consultation situations outside the hospital: general and committee meetings with the heads of all nursing institutes in the Utrecht district.
In addition to lecturing, the nursing instructors have other responsibilities such as: advisement of a group, supervision of students with reports, practising how one conducts a final consultation with people from the department, and tending to refresher course training programs for people from the nursing staff.

4. Participation

The recruitment of students is done on an annual basis through the dissemination of information in schools and through projects organized by the city of Utrecht. The city encourages potential job candidates to write a letter to the business where they would like to work and to

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ask they might be allowed a visit. The Deaconesses' Hospital participates in this program and receives these pupils for a full day. Demonstrations are given and the prospective candidates are allowed to see the whole hospital and training institute. They are also treated to an abundance of food and drink.

Furthermore, students hear about the program through word of mouth. Each candidate who applies and fulfills the preliminary training requirements is called for an interview. In these interviews notice is taken of whether the candidates have had to repeat classes in school, whether they show initiative, and what motivated them to make this career choice.

Reasons given by the candidates to begin a career in nursing include: they have a sense of calling, enjoy working with people, want eventually to work in developing countries, have been turned down by study programs, and have, themselves, had medical problems. If the candidate qualifies for the program, he is then given a guided tour.

The Deaconesses' Hospital usually has little difficulty filling the program. Reasons given for this are: it provides a pleasant atmosphere, it is not so big and impersonal, the opportunity to live on the residence (this is especially welcomed by the parents of 17 year olds) and the Christian philosophy of life. The Deaconesses' Hospital has no waiting list.

D. Input

1. Participants
Students:

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attending as of 10-01-1985	program begun	program discontinued	program completed	attending 12-31-1986
164	39	5	47	151

About 10% of the the students are male.

About 90% of the students are younger than 24.

The overwhelming majority are white and have Dutch citizenship.

2. Needs

In 1986 the research institute of the National Hospital Council issued a report entitled: "Wanted: 100,000 (high school) Graduates." Alarmed by the reports dealing with hospital health care which indicated that a shortage of health care workers was to be expected in the short run, the National Hospital Council presented in this report research material which evidenced these acute shortages in the field of health care.

Seen from a national standpoint, there is a great need for students of nursing. It is very difficult to meet the demand. Several reasons for this are:

— the demographic development, there are fewer and fewer young people.

— ageing, more people are in need of care, which makes the professional all the more difficult.

— The profession continues to be underpaid in relation to other professions.

— The course of study is growing more difficult.

Supply of student nurses versus demand in the Netherlands

	Demand	Supply
1980	8,500	10,000
1981	8,500	9,500
1982	12,000	8,000
1983	12,000	7,000
1984	12,000	6,800
1985	12,000	6,500

Student participation: The students have their own consultation body, the student council. A member is chosen from each group to act as representative in the student council. These members receive training and hold semi-monthly official consultations.

The students council has a say in matters which concern both instruction and the practical component.

The student council also publishes a paper which is issued monthly.

Two students from the student council are at the same time representatives in the Works Council.

3. Staff

The team is composed of:

		Rate of Employment
* Head of Instruction		100%
* Assistent Head		80%
* Nursing Instructors	2 at	60%
	1 at	80%
* Administrative staff	2 at	50%

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In addition, there are 30 contract instructors employed by the institute, most of whom are also employed by the hospital.

All the nursing instructors have taken nursing instruction and have undergone instructor or teacher training.

National requirements for the appointment of instructors:

— competence in the relevant field

— didactic proficiency

— experience in a field related to the one being taught.

4. Finances

During the first seven months of the preliminary introductory period the student receives no salary, but rather spending money totaling 395.00 guilders from which no deductions are taken.

If the first preliminary introductory period is completed successfully, a contract is drawn up for an indeterminate time. At his point the student has entered into the service of the Deaconesses' Hospital as a nursing student.

First-year students receive a gross-salary of 1,160.00 guilders per month for a 36-hour work week.

Uniforms are purchased by the hospital.

Rent for housing in residence is 152.00 guilders per month.

Costs for instruction and training:

1983	460,000.00 guilders
1984	410,000.00 guilders
1985	460.000.00 guilders

It is estimated that 260.000.00 guilders have been invested in the instructional activities of the working hours. <— [illegible]

Salary of the instructional team:

Head of Instruction:	4,235.00 guilders	= 100
Nursing Instructor	3,745.00 guilders	= 88.43
Administrative Staff	2,300.00 guilders	= 54.31

6. Facilities

The school is housed in the "White House" on the first and second floors. The "White House" is an apartment building where housing accommodations are available for the staff. One can enter the institute directly from the outside or via the hospital by means of a connecting corridor.

The training schools accommodates:
- 4 lecture halls
- 2 classrooms for practical training
- 1 film theater
- 5 instructor's offices
- 1 faculty coffee room
- 1 small kitchen
- 1 room for the administration
- 1 library

The training school can easily be reached by public transportation and by car.

E. Evolution

The role of the nurse from a historical perspective.

The expectations to be filled are co-determined by societal developments.

1875-1950: In general, "serve nicely and civilly." Women specialized themselves in nursing and were literally and figuratively the extended arm of the doctor. Training was not of central importance, but rather the demands put forth by the position. One expected from the nurse:

— a sense of duty
— a willingness to help
— obedience
— self-sacrifice
— obligingness

1950-1975: transition from functional to more practical and rational nursing care. The 1960's were characterized by a generally accepted right to the best medical and nursing care for everyone. This was supported by: — economic prosperity
— the development of new, advanced technology (e.g. the micro-chip)

Regarding nursing, this period was characterized by:
— the desire for a scientific basis in nursing
— strong influences by the social sciences
— a greater interest in the individual patient
— more methodological work

The role of the nurse in the 1980's:
— continuation of professionalization

Problems which arise include:
— economic recession makes choices necessary; nurses will have to make their case forcefully.
— fragmentation of educational institutes; inservice training versus day schools.

F. Influences

One of the difficulties within inservice training is the integration of theory and praxis. Problems which can arise because of this are:

— students have to learn duties on the job or haphazardly without the theoretical foundation.

— theory which is taught after practical experience seems "just a bit too late." This inhibits student motivation to learn theoretical material.

— the demands put on the students by the nursing departments often differ from those put on them by the training institute. Among the students, this can lead to the confusion of educational and practical objectives.

The problems mentioned above have served as the core for revision within the field of inservice training.

Most of the hospitals in Utrecht are associated with a centralized school. The Deaconesses' Hospital is one of only a few hospital in the Netherlands which offers its own in-house training. The present trend is, as far as it is possible, towards the creation of larger training institutes. This is also financially more attractive because more students will be able to make better use of common facilities. The central training institutes also attract specialist instructors from the outside, who are not associated with a hospital. One advantage of this is that the instructors do not give priority to the activities within the hospital. Many institutes began working together after the revision of the A-nursing degree in 1986. The shortage of participants forced many training institutes to combine their efforts. The Deaconesses' Hospital continues to enjoy a sufficient supply of students and money. For that reason it is able to continue independent instruction.

The pool of incoming inservice students is also growing smaller because of the advent of day schools which offer nursing programs. In the Netherlands, there is a Higher Professional Institute for Nurses and an Intermediate Professional Institute in Nursing.

These schools provide instruction in all fields of health care, unlike inservice training, which is geared to one field, in this case, the general hospital.

The advantage of the day schools is that the students can be 'real' students and are not in the work force. Furthermore, the students in the day schools do a practicum in each area of health care, are supernumery in the wards, and can chose which learning objective they want to work on.

The choices after graduation are also greater. The day schools also have no minimum age requirement, and so each pupil leaving school can begin straight away.

In addition, it seems that the day school students receive a broader theoretical foundation, are more flexible, and can think more situationally.

The restructuring of inservice training has brought about a continuing convergence of the two types of training.

With regard to adult education, I think that there will always be a place for inservice training for people who want to or must learn a profession while earning a living at the same time.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name ANNETTE VAN DEN BERG-RAN Phone number 01748-14638

Organization UNIVERSITY OF LEIDEN

Street Address

City or Town State or Province

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PART-TIME COURSE TEACHERS OF NURSING

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL, TECHNICAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

COLLEGE FOR HEALTH CARE

6. Basic characteristics of service area

A. ______ geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description

TRANSLATION

A world perspective:

International comparative analysis of selected educational programs for adults.

By Annette van den Berg-Rarn, student of Adult Education, University of Leiden, the Netherlands.

Second-Degree Teacher Training in Nursing

A. Setting

In 1980 the Second-Degree Teacher Training Program in nursing (LOV) was begun.
The teacher training program is a sub-category of the College for Medical Care (H.S.G.) in Leusden. Within the H.S.G. there are a number of institutes which offer different levels of educational instruction. The H.S.G. was established in May 1979 and came about as a result of a merger of two training institutes: The Seminary for Health Care and the General Training Institute for Social Health Care.
The College for Medical Care encompasses the following types of training and courses:
Preparatory Professional Training:

—Higher Professional Training towards a degree in nursing
—Social Health Care Training

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Continuing Education

—Management Training; Extramural Health Care
—Management Training; Intramural Health Care
—Teacher Training
—Second-Degree Teacher Training in Nursing
—Refresher Course in Health Care

Second-Phase Education

—Advanced Training in Health Care; course of study Professional Innovation and Advanced Training in Professional Innovation; Mental Health Care.
—Advanced Training in Health Care, course of study; Management.

Refresher Course Activities

Work and Praxis Support Study Conference

Post-HBO (Higher Vocational Education) courses

Leusden was originally a rural community, but since 1970 it has become a center for growth. Several businesses have been started there since that time. Because Leusden lies so close to the city of Utrecht, many people live in Leusden and commute to Utrecht.

B. Outcomes

Goals of the training program

The teacher training program in nursing attempts to give preparation towards a degree as a nursing instructor, second-degree level, in service of:

—Intermediate Extension of Care Service and Health Care. Instruction in which nursing is a career-oriented or support subject

—other forms of nursing instruction and health care careers.

Vision of Teaching and Instruction

Instruction is based on the participant's frame of reference. This means that the instruction program is adapted, as much as possible, to the level of the beginning student. That is also the original meaning of modular instruction (TO MODULATE). The use of modules attempts to accommodate the needs of the students. Using what the student already knows, work can be done on consciousness-raising followed by a redefinition of attribution.This can be paired with a change in values and norms. By experimenting with and practicing new modes of behavior the students develops necessary skills.

There is a parallel between the relationship pupil/teacher and "those in need of care"/"care giver." Both can be seen as clients with respect to the health care system. In both relationships goal-oriented processes are involved. In these processes both teacher and the care giver have their own roles. It is important that the prospective teacher is in a position to

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give his students the chance to become critically-thinking health care professionals who know how to do their own task with respect to mature patients.

This open relationship between care giver and "those in need of care" must necessarily be reflected in the teacher/pupil relationship in intermediate education in the field of nursing, and in the relationship instructor/student in the field of teacher training.

The role of the instructor manifests itself in two processes: setting the learning process in motion, and with this once done, to keep it at a sustained level by using his specific expertise, and the support of students during the learning process.

Vision of the Person

Within the field of teaching training a pluralistic view of the individual is used as a basic starting point. Each individual has his own interpretation of reality in which different assessments are possible. These differing assessments are seen as equal. This also hold true for the differences which exist between people. Although human beings are to a certain extent determined by genetics and society, there is a certain amount of room allowed to act freely and responsibly. In order to be able to utilize this freedom, one must be aware of one's limitations. If these conditions are met, the creative human, as individual and social being, can determine how he wants to make use of his values and norms. We do not see this human being as a stative entity, but as a developing being, a being in the process of "becoming." Interpersonal relationships are crucial in this matter. This personal growth can provide an emancipatory function in our society.

Vision of the Profession of Nurse

Nursing is seen as a broad subject area, which requires a spectrum of knowledge, learning, and skills if it is to be exercised correctly. The profession of nurse/health care professional is geared to incorporate the whole of human function, and is derived from the vision of the integral human being in the field of health care.

A conceptual framework within the field of teacher training forms the basis upon which the learning content is ordered. An integral model is employed as point of departure. This model includes a description of the "care-receiving" system, the nursing "care-giving" system, goals, capabilities and conditions, settings, roles, and the functions of both systems. Nursing care and assisting tasks are based on the goals established by the World Health Organization for nurses. The professional conduct of nurses has its origins in the guarding, helping, and restoring of the person as a unity and whole being within his own world.

This means that nursing can not be seen as a splitting of historically developing units, such as psychiatry and somatic nursing, but rather that the person must be positioned centrally within his own world in various nursing situations. As a basis for professional conduct we see the attitude of the nurse as a "meeting" with the person in various nursing situations. We see these meetings as open approaches which are most important in the field of nursing care. We see the ideas from the humanistic side of health care with regard to the "sharing" of needs and unity—the person as a whole— as an answer to people in need of nursing care.

The Program

The Length of the Program

The teacher training course in nursing is a two-year, part-time program. In these two years there are 1,000 contact hours within a time frame of 40 weeks per year. Instruction is given two times per week.
Every week two study points can be earned. This means that at the end of the program 160 points have to be earned. These means that there are about 28 study hours per week, including the days of instruction. (1 study point = 14 study hours).
Instruction usually begins in August/September.

Form of the Program

Instructions is given within the modular system. Modular instruction means that work is done in modules. These are complete learning packets which include all the components of the learning process. The modules can, for the most part, be completed individually by the students. In many cases some modules are treated at the same time. Each module includes a few permanent elements such as a title, an assignment, a justification, the beginning requirements, learning objectives and content, the study activities and the means of evaluation. Main modules (pedagogical and nursing) and support modules are differentiated. Main modules require a relative large number of contact hours in the school, whereas support modules can be worked through individually by the student.

Overview of the modules:

- — Support modules (subjects; psychology and sociology etc.)
- — Subject specific support modules
- — Course content component; nursing
- — Professional preparatory component; pedagogy.

In addition the student must complete a practicum in unfamiliar nursing situations using a field orientation model as a basis. This is the framework of the course content component. This means that the student must intern three times for a period of five days in those fields of health care with which he is least familiar. Possible choices include:

- — The General Hospital
- — The Nursing Home
- — The Psychiatric Hospital
- — Care of the Mentally Handicapped
- — Extra-mural Health Care

At the same time the students must complete a school practicum within the framework of the professional preparatory component—pedagogy. This means that he interns 20 days in a M.D.G.O. school (Intermediate Care and Health Instruction) and must give 20 hours of lessons.

Testing

The modular instruction system has no final individual module examinations. When a module has been worked through and its demands met, the student receives a number of points.

The final examination relates to the final tests of all the modules upon which the program is built and from which study points are obtained

The exam contains the following sub-categories:

— Three exam subjects:
  Management and a choice of the following subjects:
  Sociology, Psychology, Agogics and Pedagogy, Law, and Economics.

— Essay
  Reflecting the execution of a work assignment and/or research project.

— Examination Interview
  Topic deals with a case or situation in the practicum.

Benefits

Every year about 60 students begin the program. The turnover is very low, with a drop-out rate of approximately 10%. Reasons for dropping out include:

— Studying *and* working is too difficult
— Wrong choice of course of study
— Strain from family, work, and study
— Difficulty working independently, in modules, as it were.

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After the second degree teacher training diploma in nursing is granted, one is certified to teach nursing students at an intermediate professional institute in health care or in health care inservice programs.
Teacher training enjoys a favorable reputation and there is much demand for it as a field of certification.In the field of health care education there is yet a shortage of certified instructors so that most of the graduates have little difficulty finding employment. With a second-degree teacher training diploma one can also continue in the first-degree program. One is then certified to teach in Secondary Health Care Professional Institutes Unfortunately we in the Netherlands have only one first-degree institute in health care, and there is a long waiting list for this.

C. Process

Planning

The development of the curriculum is supervised by the instructors on staff, and if necessary, revisions are made in the curriculum each year. The modular system requires continual adaptation. The first modules were developed six years ago. It has now been decided that 1/3 of the modules be revised every year, and if necessary, rewritten. This means that all the modules are adapted and changed every three years.

Methods

The means of modular instruction include: seminars and tutorials, field work, and school and institute practicums. In addition instruction is

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given via instructional interviews, role-playing, and simulation-playing. Modular instruction, as concerns instructional organization, strongly differs from the more conventional forms of instruction. Some important characteristics of modular instruction within teacher training include:

- The program is built on small, relatively independent instructional learning units for which study points can be earned.
- A differentiated program can be offered which is geared to the education and experiences of the student, *casu quo* compiled by the student.
- To a great extent an appeal is made self-motivation and self-responsibility of the student.
- The instructors primarily play the role of academic supporter in which a type of team-teaching is striven for.

Supervision

The goal of supervision is such that the students can learn from their own practical experiences within the teacher training program. At the same time, the students can gain insight into the process of problem solving, coupled with consideration of their own comportment while recognizing, analyzing, searching for solutions, and evaluating the results. Supervision is provided by staff instructors for groups of five students.

Workshops

The workshops can be complemented in many ways with learning activities e.g. the presentation of personal experiences using research journals as a basis, discussion of pertinent literature, the exchange of experiences in the practicum and with course material, the organization of excursions and field trips, discussion of problems in the practicum, etc.

Learning Contracts

Learning contracts are agreements which the students make with each other in small groups. Here the goals is to allow students to work on the support modules so that they can complete them on time. The learning contracts allow more differentiation in the tempo of study and individual interests. Furthermore, they make self-motivation and (self)evaluation possible. The learning contracts are planned from the outset. Decisions are put down in writing, and a copy is given to the staff instructors.

Professional Advancement

A set of eight schedule-free days are planned in the Secondary Health Care Institute. The goal of these so-called study-days is to contribute to the professional advancement of the instructors.
On the one hand professional advancement training serves to accommodate the personal needs with regard to refresher courses, and on the other hand it helps to increase the know how of the instructors who are in need of schooling within the framework of developments.

Topics 1986-1987:

- — Instruction Design
- — Study Point System
- — The Defrayal System and Pedagogical Cooperation
- — Quality Control
- — New Assignments: post-HBO (Higher Vocational Education), Research, and Provision of Services
- — Supervision and Intervision
- — Women's Studies
- — Meso- and macro-aspects of the nursing profession and nursing instruction

Participation

Students who wish to participate in the teacher training program can register in writing to the administration of the Secondary Health Care Institute. They then receive an application form and are put on a waiting list according to the order of application. In addition, they receive a letter which indicates their placement on the waiting list.

Conditions

The program is open to nurses with an inservice diploma -A, -B, or -Z, or a MBO-V diploma. Applicants with one or more secondary degrees in nursing, such as a teacher training, management, MGZ or HBO-V are also accepted, as are those who have a year of experience or the equivalent and a certification subject to evaluation. An application for exemption from the program sub-categories can be submitted to the exemption committee.

Before a new group can begin, the prospective participants, according to order of application, are convened for an informational meeting. This takes place in February/March if the program begins in September.

D. Input

Participants

Number of students who begin each year:

1980	1981	1982	1983	1984	1985	1986	1987
30	30	30	30	60	60	60	120

The average age of the students lies between 30 and 35. The relationship between men and woman is about 30% men and 70% women. The reason for this is that nursing is still primarily a women's profession.

Needs

At present there is still a great need for good nursing teachers. In the Netherlands second-degree certification is bound to the M.D.G.O. institute. After the evaluation of the M.D.G.O.-vp in 1989 the Ministry will make a decision concerning the expansion of the number of M.D.G.O.-vp institutes in the Netherlands. At present there are twelve in the Netherlands.

Presently the inservice programs in the Netherlands are often in need of second-degree nursing instructors, although the demand can be met by instructors who have attended a teacher training program. The teacher training program, however, offers no certification in instruction that is subsidized by the Ministry of Education.

The Staff

Staff members are associated with:
— the teacher training program
— refresher courses in health care
— Second-Degree Teacher Training in Nursing

There are 15 staff members and four specialist instructors.

Each instructor must have a first-degree certification in the area in which he is teaching.
Most of the instructors work part-time.
Coordination is the responsibility of a nursing staff member.

Finances

Tuition is determined annually by the Ministry of Education and Science and was for the academic year 1986/87, f. 710.00 for part-time students. Each student must pay f. 150.00 in non-subsidized costs. The reason for this sum is to cover the costs incurred by educational activities, but which are not subsidized by the government.

Students pay for their own books and course materials. They figure a sum of about f. 600.00 during the period of the program
A sum of f. 100.00 is collected at the beginning of the year for photocopying. If, during the school year, these calculations prove to be too low or too high, accounts will be settled accordingly.

Salaries of the instruction team

	per month at full-employment	percentage
Coordinator—Staff Instructor	f. 7,564.00	100 %
Staff Instructor	f. 6,364,00	84 %
Specialist Instructor with 3 years of experience	f. 3,502.00	46 %
Administrative personnel	f. 2,762.00	36 %

Facilities

The second-degree teacher training program in nursing is housed in the Secondary School for Health Care building. The H.S.G. is located in various buildings. The main building is in Leusden on the Larixlaan. The administration of the institute is also located here. The teacher training program et. al. is located in this building. Other premises are located in Utrecht.
Leusden is difficult to reach by public transportation. There is no train station and the busses stop only a couple of times per hour.

The H.S.G. has a special library at its disposal, which primarily serves to meet the needs of the staff and students but is also accessible to the public, albeit with limited check-out privileges. Unfortunately the library is in Utrecht.

Use can also be made of a video-studio. Videos can be made with two cameras and shown both in the classrooms and in the studio.

A small cafeteria is open from 9:00 a.m. to 4:00 p.m. Coffee, tea, and cookies or other snacks are available throughout the day. Bread, soup, and croquettes are available during the 12:00 to 1:30 lunch period.

The cafeteria can also be used in conjunction with other instructional activities e.g. the granting of diplomas.

E. Evolution

The first nursing basic education programs at the intermediate level were begun in 1972 and 1973. These were the first day schools for nursing in the Netherlands. Between 1975 and 1978 the MBO-V schools were further developed. The students were graduated and quickly found employment. These programs were then administered by the Ministry of Public Health and Environmental Hygiene. In 1980 the program was transferred under the auspices of the Ministry of Education and Science. The Ministry of Education and Science requires second-degree certification before one is allowed to teach. For this reason second-degree teacher training was begun in 1980. The first training period lasted four years with the students attending one day a week. In 1984 this was reduced to a two-year program in which the students had two contact hours per week. Established instructors in the M.B.O. -V. were given the opportunity to follow a shortened course of instruction so that they could earn second-degree certification.

F. Influences

One of the difficulties with this type of program is that the students have to work and study concurrently. In addition to having to work, the program is quite intensive and requires much time. The internships are very often difficult to complete while doing a stressful job. If one is already teaching in a M.D.G.O. school, one often does not need to take time off to teach in a day school. However, if one is employed in a field other than health care, it is often difficult to take time off to do internships in conjunction with a day school. This program often creates financial difficulties for some people. One can not work full-time any longer if one's employer does not allow for the time necessary to complete this program.

I find that the students' differing backgrounds when they enter the program are often problematic. This can be partially compensated for by working in modules, but nevertheless, much time has to be spent in the classroom.

G. Other

In my opinion it is extremely important that good nursing instruction be provided where students can be trained in pedagogy and disseminate their knowledge. The strength of this instructional program is that it is geared to all fields of health care and not specifically to one field. The philosophy behind this is that one must be able to act professionally in all sorts of situations.

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Tel.: 01748-14638

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name I.W. DRESSCHER Phone number ____________

Organization UNIVERSITY OF LEIDEN

Street Address ____________

City or Town ____________ State or Province ____________

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

IMPROVEMENTS IN MEDICAL PRACTICE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL TECHNICAL / CONTINUING MEDICAL EDUCATION

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY MEDICAL SCHOOL

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description ____________

TRANSLATION

Improvements in Medical Practice

I.W. Dresscher, University of Leiden

A WORLD PERSPECTIVE

A. SETTING

In the Netherlands, some kind of postacademic education has always existed. Often graduates went for a trip, visiting European universities, after finishing their study in the Netherlands. These trips were incidental; for further continued education the graduates had to read literature aobut their field.

In the past century, a quick development of medical study took place which created larger needs for systematic education of practicing medici. After the Second World War came activities which emanated from the medical faculty [college of medicine].

In 1948 the first clinical evening was begun from within the college of medicine in Leiden, given in a framework of supplementary training for physicians from the city and area. In 1951 the national course commission for physicians was instated in Leiden. The organization changed in 1976 and acquired the name Boerhaave Commission for Post-Academic Education in Medicine [Boerhaave Commissee voor Post Academisch Onderwijs in de Geneeskunde]. Since 1984, this commission has become a regional commission for PAOG in Leiden. PAOG is a national body for postacademic education in medicine [Post Academisch Onderwijs in de Geneeskunde] (PAOG) with 8 regional commissions. This national body for PAOG was established in 1985.

In the meantime the Boerhaave Commission has already given more than 700 courses. It organizes theoretical and practical postacademic courses. There also have been training courses organized for medical residents. The activities of the Boerhaave Commission can be divided into 4 categories:

a. nationwide Boerhaave courses;

b. regional Boerhaave courses;

c. postacademic and training courses for specialists;

d. practical Boerhaave courses.

Leiden is a medium-sized city in the Netherlands with 105,202 inhabitants. It is the fourth-largest city in the province of South Holland [Zuid-Holland] and twelfth-largest in the Netherlands. In April 1987 there were 5656 people registered as seeking employment, which boils down to 15% of the working population. This percentage for the city of Leiden determines 70% of the unemployment rate for the Leiden area. Nationally speaking, 14.2% of the dependent working population is without employment.

The Rijks Universiteit Leiden (RUL) [State University at Leiden] is located in Leiden, spread out among various building complexes in the city. This university is the oldest university in the Netherlands, founded in 1575. Other universities located within a radius of 50 km of Leiden are: the Erasmus University (Rotterdam), Rijksuniversiteit Utrecht (RU), University of Amsterdam (GU), Free University [Vrije Universiteit] (VU in Amsterdam).

There are in addition 11 comprehensive schools for continuing education located in Leiden, and 7 institutions which provide day and/or evening instruction for adults.

Besides the generally known religious denominations, such as Catholicism, Protestantism, the Reformed and the Dutch Reformed Church, there are many 'movements' and (religious) sects repre-

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sented in this city. All in all there are 33 religious societies established in Leiden.

Leiden has an old, historical center city. One can visit 11 museums there, of which 4 are national museums [Rijksmusea].

Provisions in the area of health care: 2 hospitals (the Academic Hospital of Leiden and the Diaconessenhuis [Deaconess house]). More than 45 family practitioners carry on their practice in Leiden. One can apply to the foundation for family and geriatric care in Leiden for assistance for the elderly and for families. The elderly can, if they wish, take up residence in one of the 9 geriatric homes which Leiden possesses.

The IMPROVEMENTS AND PRACTICE course

B. OUTCOMES

1. GOALS

Besides the general purpose, ‘to give instruction to specialists within medical and H.B.O. [*hoger beroepsonderwijs* = university-level vocational education] education, the main purpose of this course is to inform family practitioners about new developments in their field of expertise which they may encounter in their practice. The evaluation from the previous course indicated that a large group of family practitioners is especially interested in improvements. For that reason, the course “Improvements and Practice” was put together on the basis of recommendations from many medical faculties regarding recent developments.

Due to the influence of not only the family practitioners but also the medical faculties, the purpose has been shifted to aim at specific current topics within family medical practice. The program attempts in this connection to exert a supportive function for family practitioners in the exercising of their field, with an eye toward optimal health care.

2. BENEFITS

No measurements have been made as to the actual results.

C. PROCESS

1. PLANNING

The evaluation from the previous course indicated that there is a need for the course, and the evaluation also asks which topics are needed. The evaluation takes place by means of a survey.
The course committee established by the Boerhaave Commission makes a course proposal in consultation with the medical faculties. The Boerhaave Commission examines this proposal and maintains a quality control function throughout the entire course. Planning of the course is done by the course committee and the Boerhaave Commission. The course committee compiles the curriculum/program and the course book. Guest instructors are sought who will give the lectures. In the course book, articles are put in about the lectures, written by the instructors involved. The activities planning is carried out by the office of the Boerhaave Commission. The latter ascertains the course data, arranges for accommodations, maintains control over quality and takes care of mailing and marketing. At

the same time, it maintains all necessary correspondence with instructors, the course committee, course participants and dealers. The Boerhaave Commission has compiled a book entitled "Instructions for the Organization and Maintenance of a Boerhaave Course". In it are organizational directions for course leaders which enable a course to run smoothly.

2. METHODS

The information is transmitted in the form of lecture classes. At some point discussions are built in (per topic). The teaching aids used are blackboard, overhead projector, film, video, slide projector, depending on what the instructor involved wishes to use.

There is a course book which is distributed at the beginning of the course. It is possible to get a postacademic education certificate after taking the course. Each course participant must announce his plans to do this in advance.

3. IMPROVEMENT

There is a product evaluation of the course. The new course is adjusted to these data. By doing this an attempt is made to keep the quality optimal and, if necessary, to improve it.

4. PARTICIPATION

Participation is encouraged. This occurs by means of a mailing about the next course during the course being given at the time. Information is also furnished during the course about courses for the same target group to be held in the future.

The course participants are encouraged to take active part in the course by building in discussions after each topic discussed. In this [the current] course a cold buffet is held on the first day, in the evening. This has a social function at the same time. One meets former college mates and there is opportunity to talk with colleagues in a relaxed atmosphere.

General recruitment of course participants occurs via the following recruitment activities:

- direct mailing of the course program;
- posters at universities and various institutions;
- announcement in the yearly program bulletin of the Boerhaave Commission;
- advertisements in various professional specialty journals;
- advertisements in national postacademic education journals;
- mailing via membership [rosters] of organizations.

Recruitment can occur in an indirect manner in that information about topics to be covered in a course (often geared to the current scene) come up for discussion on a radio program, which then in turn brings in new course participants.

D. INPUT

1. PARTICIPANTS

The number of participants varies from 200 to 600 per course. This depends on the topics which come under discussion during the course and the time and day the course is given. Another determining factor is the degree of need present among the target group for postacademic training on a pertinent topic. Of the total number of course participants in the Improvements course, 87% are family practitioners, 4% assistant family practitioners, 4% other (nursing staff and the like) and 5% unknown. There is no information as to

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sex and age of course participants, but it can be assumed that the majority of the participants are men. Previous education for most course participants is medicine, nonspecialized family medicine or participants who are almost physicians. The course lasts two days. Course participants are involved in the course for 12 hours in all.

2. NEEDS

During the course a survey is taken as to what is desired for the next year. It also happens that family practitioners are approached by patients concerning current happenings, with the result that many family practitioners must answer many questions from patients. Considering the direct need which then emerges, this gives impetus to the organization of supplementary training aimed at this current topic. An example of this is the Chernobyl accident. Patients had many questions with regard to radiation risks to health and the food supply. A course about this timely matter was organized on short notice.

There is a national foundation for family practioners which is subdivided regionally. This is the 'Professional Development for Family Physicians foundation [Deskundigheidsbevordering huisartsen]. This foundation coordinates postacademic education of family physicians on the regional and national levels. It also organizes postacademic education itself. This foundation works along with the PAOG. The foundation participates within the PAOG in a target group committee, PAOH (Post-Academic Education [for] Family Physicians) [Post Academisch Onderwijs Huisartsen], which is a subcommittee of the Boerhaave Commission.

3. STAFF

The staff consists of approximately 20 instructors per course. They give short lectures. The course committee sets up the program and consists of at most 5 people, some of whom also often are instructors or chairperson. The course committee has 1 office coordinator or course manager and for support services 3 course assistants and 1 technician for a total of 40 courses of this type per year.

4. CONTENT

Along with the main topics, part of one day is spent in this course on diagnostic and part of a day on therapeutic problems. The course begins with part of a day [spent on] diagnosis. The topics of atypical hypo- and hyperthyroid, early diagnosis of Huntington's disease, recognition of involuntary movements and later consequences of violence are always alternated with discussions. The selected topics during the second part of the day are: fish and coronary heart disease, perinatal death and home birth, unemployment and health problems, and fever and skin anomalies shortly after return from the tropics. These are always following by a discussion as well. The second course day begins with therapy and treatment. The topics are: treatment of varicose veins, new antibiotics, laser treatment of bronchial caranoma, alternatives to conventional ileostoma, the continent urostoma, and developments in surgical auditory rehabilitation. During the second portion of the day the following topics come under discussion as selected topics: the use of chemical and physical laboratory technology in family practice, persistent Epstein-Barr virus infections, the significance of polygraphy in sleep disorders, and the state of affairs in refractive surgery. All topics are followed by a discussion.

5. FINANCES

The course costs 385 guilders, including lunches, per participant. Of this amount 310 guilders are course fees and fl. 75 administrative costs. Assistant physicians get a 50% reduction on course fees. The expenditures for the course depend on the number of participants, the number of instructors, origin of the instructors (two or three instructors per course from 'all over the world'), the bulk of the direct mailing, and the time spent on organization and administration. This is [all] budgeted in advance. The present course is estimated to about 15,000 guilders.

Income consists of:
- subsidy from the university;
- contributions from the participants;
- sponsors.

PERCENTAGE OF THE SALARY

[caption translations]: program staff; elementary school; secondary school; university.

6. FACILITIES

The Boerhaave Commission for Postacademic Education in Medicine makes use of the facilities of the State University in Leiden and of the Academic Hospital in Leiden. The course is held in one of the lecture halls of the university. Modern audio-visual equipment is present in these halls which is the property of the Boerhaave Commission.

The lunches are held in the administration building of the Academic Hospital. The Boerhaave Commission is likewise housed in this building. The class materials for the course consist of the course book, written by the instructors. Course participants are referred to the V.V.V. for lodging facilities. This is an office in Leiden which has all the information concerning accommodations in hotels and such in Leiden and the surrounding areas.

E. EVOLUTION

The course is based on a tradition. One must be familiar with the history of the origin of the Boerhaave courses in order to understand the tradition. This can be traced back to the 'clinical evening'. Leiden University was closed in 1940. This is connected with the Second World War. The educational task of the medicine faculty became considerably smaller because of this, and it was decided in 1941 to devote the freed-up time to educating 10 assistants and specialists. Later the college decided to organize lectures for physicians. This first evening meeting was held in 1942. It is not known whether these clinical evenings were continued throughout the entire Second World War. In any case, the scientific staff was again involved in the development of proposals for clinical evenings starting in 1945. The first sequence began in 1948. In 1951 the courses were set up under the colors 'Boerhaave courses', exclusively for family practitioners.

The study of family medicine has not existed very long yet in the Netherlands. It was established in 1974. In the past 5 years the course has developed into a course aimed at specific timely topics within the practice of family practitioners. Graduated physicians from Leiden come back to the course yearly. About 40% of the participants come every year. The course has an enormous social aspect.

F. INFLUENCES

There has been a cooperative 'first line care' society for about 10 years. This implies that people who work in organizations having direct contact with clients/patients work together. The result of this for the course is the establishment of a course for participants with an H.B.O. education [*hoger beroepsonderwijs*, or postsecondary vocational education].

Various centers have been set up in the Netherlands in the last 10 years. One example of this are the integral cancer centers. These centers receive subsidies from the government and also have information to offer. This has an influence on the course. Sometimes there is cooperation with these centers, but this is only the case if the Boerhaave course target groups coincide with the target groups of these centers. These centers make up the first line of care, so both HBO and academicians. The Boerhaave Commission provides postacademic education. If there is mention of cooperation, it is thus more a question of continuing medical training.

A negative influence on the course are [budget] cuts. This has an influence on participation. Physicians receive less money for additional training and must pay a substitute at the same time for the days he is taking the course. The course cost can be higher because of the length of the course.

Another negative influence is the overlarge availability of courses for family practitioners in the Netherlands.

A positive influence on the program is the cooperation of the Academic Hospital and the college of medicine at the Rijksuniversiteit Leiden. The course is open to the possibility of communication with the pharmaceutical industry, other industries, patient organizations, et al. These can register for booth space during the course.

G. OTHER

The national body PAOG is oriented at the moment toward the attitude with respect to and the possibilities for accreditation, as well as the potential possibility of the PAOG's becoming a requirement later on. In this regard, among other things, an orientation day was held in February 1987 in which several segments within the medical organization were represented, among whom the Ministry of Science, Public Health and Culture; the VNZ (United Association of Sick Funds); the CBO (Central Bureau for Intercollegial Testing); various specialists' organizations; national family practitioners organizations, National Patient Consumer Platform; and the Foundation for the Promotion of Pharmaceutical Research. Up until now supplementary and post-academic training for family practitioners has been still totally nonbinding.

Literature about postacademic education in medicine is mostly international. A specific contribution comes from the consultation body PAOG: S.A. Duursma, H. Roelink. "Report on Postacademic Education in Medicine", 1982, ISBN 90 120400 4 3.

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1. Person who prepared this case description

Name I.W. Dresscher Phone number

Organization UNIVERSITY OF LEIDEN

Street Address

City or Town State or Province

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PRACTICAL NEUROLOGY

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL TECHNICAL / CONTINUING MEDICAL EDUCATION

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY MEDICAL SCHOOL

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description

29N/1

TRANSLATION

PRACTICAL NEUROLOGY ON FIRM FOOTING Course

I.W. Dreoochor, University of Leiden

B. OUTCOMES

1. GOALS

The general purpose is to give instruction to specialists within medicine and HBO [postsecondary vocational] education and information about new techniques and results of research. This is summarized under the term 'adstructing' education [*adstruerend onderwijs; adstrueren* means 'to substantiate with proof, to elucidate, to explain']. The main purpose of the course 'Practical neurology on firm footing' is to bring the target group up to date on the neurological and medical care aspects of a number of frequently occurring neurological illnesses, anomalies and disorders. At the same time the participants are to be brought up to date on recent advances in the areas of neuroradiology and clinical neurophysiology. The goal of the course is determined by the Boerhaave Commission and the University. In the case of controversial opinions about the research, therapies, etc. to be discussed, several views are presented for discussion within the course, and in this manner research as well as pros and cons are thoroughly treated. The usefulness of the course for society is indirect. The intention is to improve health care qualitatively by giving these courses and thereby to improve the treatment of the patient.

2. BENEFITS

There has never been a study done as to the actual results, since this effect is difficult to measure by means of numbers. However, it can be observed that the courses are always well attended. People come to take this course from all areas of the country, even from outside the country. And the course is, after all, a repeat of the course in 1986.

C. PROCESS

1. PLANNING

In 1986 a needs assessment was carried out by the PAOG [Post-Academic Education in Medicine] in the Netherlands and Belgium among 40,000 doctors. The question to the doctors was: 'What topics and which type of course do you need?' The Boerhaave Commission presented the results of this inquiry to the medical faculties of the University of Leiden. From this resulted a course proposal from the medical faculty, which was asked for recommendations on particular topics. A course committee was established which is to be involved with the preparation of the course. This committee is composed of various specialists. The planning can be approached from two angles: from the course committee and from the Boerhaave Commission.

The course committee is taking action to get the course going. First, they investigate whether or not the course is in competition with another instructional offering. Then guest lecturers and an appropriate date are sought. The framework of the various lectures to be given are geared to each other and the course book is compiled. At the same time panel members are sought and chairpersons appointed.

Planning of activities in connection with the organization occurs through the office of the Boerhaave Commission. The latter presents and assesses the course data. Then all actions to be taken are planned and accommodations drawn up. Mailing and marketing is the first step in the practical organization. The Boerhaave Commission maintains control over the draft program and over quality. It also makes provision for an instructional committee consisting of experts for contributions of knowledge, which results in a definitive program [curriculum].

2. METHODS

The teaching method is the taking of lecture classes. Discussions are built in for each topic covered. Several topics are treated in the format of a conversation between the nurse and the neurologist. There is a panel discussion at the end of the course.

The equipment used varies from blackboard to overhead projector and from video to slide projector. The is a course book which contains articles about the lectures, written by the instructors. It is possible to obtain a postgraduate education certificate if it is applied for in advance.

3. IMPROVEMENT

The course was repeated because it was good. There is a great demand for this course, but only limited evaluation has been done.

4. PARTICIPATION

There is cooperation with the Netherlands Association for Neurology. This association is represented in the course committee. Recruitment of participants takes place as follows:

- direct mailing of the syllabus/program,
- posters at universities and various institutions,

- announcement in the yearly program of the Boerhaave Commission,
- advertisements in various professional specialty journals,
- advertisements in national postgraduate education journals,
- mailing via organization rosters.

Recruitment takes place in an indirect manner by virtue of, for example, the results' of a course coming under discussion in a radio program.

D. INPUT

1. PARTICIPANTS

There are a maximum of 250 participants per course. There is no information as to the sex and age of participants. The participants are primarily nurses and neurologists. There are in addition other paramedical staff such as physical therapists, neuroradiologists, occupational therapists, medical analysts, et al. At most 5 students are admitted (at no cost).

The course lasts two days, and the total number of hours in which a participant is involved with the course is 12 hours.

2. NEEDS

There is an indication of need within the profession. The course committee is precisely aware of what is going on in the professional group, where there is a lack of knowledge, in combination with a number of new scientific data or techniques which have not yet been made known in this manner to the target group. The application for a particular course thus comes from the group of professionals itself.

29N/5

3. STAFF

There are about 20 teachers who each give a short lecture. The course committee puts together the program and consists of at most 5 people. There is one office coordinator or course manager, and for support work there are 3 course assistants and 1 technician, for a total of 40 courses of this type per year. Individual course committee members are also frequently instructors.

4. CONTENT

The course is an introduction to neuroanatomy and applied neurophysiology. The neurological and nursing aspects of a number of frequently occurring neurological illnesses are covered. At the same time recent advances in the field of neuroradiology and clinical neurophysiology come under discussion.

The first day of the course begins with practical neuroanatomy and practical neurophysiology. In particular, motor function, reflexes, sensitivity, coordination, and first and last motor neuron conditions, and medical and nursing aspects come under discussion. A number of cerebrovascular illnesses are discussed, such as circulatory disorders of the brain, cerebral hemorrhage, nursing aspects of C.V.A. [?] and other brain damage, and rehabilitational aspects of C.V.A. and other brain damage. In neuroradiology, neuroradiological examination and possible complications of neuroradiological examination are covered. Each component/topic is followed by a discussion.

Clinical neurophysiology is on the agenda for the second day. Electroencephalograms, electroneuro- and myography, evoked potentials and vocal reflexes, clinical significance of liquor examinations and possible complications, and neurological examination of the child are treated.

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In the section 'a few frequently occurring neurological illness profiles', epilepsy, hernia nuclei pulposi, brain tumors and trauma to the head are covered. There is discussion about frequently occurring disorders of the nervous system such as aphasia, apraxia, agnosia, organic psychosyndromes, bladder function disturbances, and coma and vital functions. Last of all, general aspects come under discussion such as brain death and the neurological patient in the hospital. Also in these cases all topics are followed by a discussion.

5. FINANCES

The course costs 385 guilders, including lunches, per participant. Of this amount 310 guilders is the course fee and 75 fl. administration costs.

I am not aware of the total costs of the course, but they are high due to the intensiveness of the preparatory work, among other things.

Income consists of:

- participants' contributions,
- subsidy from the university,
- sponsors.

PERCENTAGE OF THE SALARY

[headings] program staff; elementary school; secondary school; university

6. FACILITIES

The Boerhaave Commission for Postacademic Education in Medicine makes use of the facilities of the State University and the Academic

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Hospital in Leiden. The course is held in one of the lecture halls of the university. Modern audio-visual equipment is present in these halls which is the property of the Boerhaave Commission. The lunches are held in the administration building of the Academic Hospital. The Boerhaave Commission is likewise housed in this building. The class materials for the course consist of the course book, written by the instructors, which is compiled by the course committee. Course participants are referred to the V.V.V. for lodging facilities. This is an office in Leiden which has all the information concerning accommodations in hotels and such in Leiden and the surrounding area.

E. EVOLUTION

This course results from experiences with and apparent need for supplementary instruction in neurology for nurses. The medical faculty started with proposals which were evaluated by the Boerhaave Commission. Later this proposal was supplemented with other lectures, from which a definitive program emerged.

The interval between the proposal and the final program is one year. The offering of the neurology course for nurses was of such a nature that a large number of interested people could not be accommodated. The course was then repeated and several courses organized.

F. INFLUENCES

The offerings of supplementary instruction in anatomy and physiology of the nervous system especially for nurses are less numerous in the Netherlands in comparison with the offerings of postacademic

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training in other subject areas. This has a positive effect on the amount of those interested in the course. The Boerhaave Commission maintains a quality control function. It is critical, with an eye on the quality of the lectures. The cooperation by the Academic Hospital and the college of medicine at the State University in Leiden is positive for the program. A negative influence on the course are the courses offered by the pharmaceutical industries for which there are no costs involved for participants in most cases.

G. OTHER

The national body PAOG is oriented at the moment toward the attitude with respect to and the possibilities for accreditation, as well as the potential possibility of the PAOG's becoming a requirement later on. In this regard, among other things, an orientation day was held in February 1987 in which several segments within the medical community were represented, among whom the Ministry of Science, Public Health and Culture; the VNZ (United Association of Sick Funds); the CBO (Central Bureau for Intercollegial Testing); various specialists' organizations; national specialists organizations; national family practitioners organizations; National Patient Consumer Platform; and the Foundation for the Promotion of Pharmaceutical Research. Up until now the courses have been totally noncompulsory.

LITERATURE

A specific contribution from the Netherlands of literature about postacademic education comes from the consulting body PAOG: S.A. Duursma, H. Roelink. "Report on Postacademic Education in Medicine", January 1982, ISBN 90 120400 4 3.

29N/9

1

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name BEA OOSTING Phone number ________

Organization UNIVERSITY OF LEIDEN

Street Address ________

City or Town ________ State or Province ________

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

MEDICAL SPECIALISTS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). D. PROFESSIONAL TECHNICAL / CONTINUING MEDICAL EDUCATION

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY MEDICAL SCHOOL

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description ________

29P/1

TRANSLATION

Case Description of a C Course
Organized by the Boerhaave Commission, Leiden
May 1987

A. SETTING

Some form of post-academic education has always existed in the Netherlands. Graduates usually would make the rounds of European universities after their university study. These trips were incidental: for additional post-graduate and supplementary training, graduated physicians were obliged to read the technical literature.
Rapid development in medicine took place in the last century which caused a need to emerge for more systematic training for practicing physicians. After the second world war appeared activities which was emanated from the medical schools.
In 1948, the first clinical evening was begun through the college of medicine at Leiden, offered as a part of supplementary training for doctors from the city and area. The national commission for doctor's courses was instated in Leiden in 1951. The organization changed in 1976 and acquired the name (see attachment 1) Boerhaave commission for post-academic education in medicine. Since 1984 this commission has become a regional commission for PAOG in Leiden [PAOG: post-academic education in medicine]. PAOG is a national organ for for post-academic education in medicine with 8 regional commissions. Since then the Boerhaave commission has already given more than 700 courses.
It sets up theoretical and practical post-academic education courses. In addition, training courses for assistant physicians are organized.

29P/2

The activities of the Boerhaave commission can be divided into four categories:

- type A: national Boerhaave courses
- type B: regional Boerhaave courses
- type C: post-academic and training courses for specialists
- type D: practical Boerhaave courses.

Leiden is a medium-sized town in the Netherlands with 105,282 inhabitants; it is the fourth-largest city in the province of South Holland [Zuid-Holland] and the 12th-largest city in the Netherlands. In April 1987 there were 5,656 people registered as seeking employment, which amounts to 15% of the working population. This percentage for the city of Leiden determines 70% of the unemployment figure for the Leiden area. Nationally speaking, 14.2% of the dependent working population is without work.

The Rijksuniversiteit Leiden [State University of Leiden] (RUL) is established in Leiden, spread out over various building complexes in the city. Other university premises which are located within a radius of 50 km from Leiden: Erasmus University (Rotterdam), R.U. (Rijksuniversiteit Utrecht), University of Amsterdam (G.U.), Vrije Universiteit [Free University] (V.U.) in Amsterdam.

Furthermore, there are 11 comprehensive schools for secondary education located in Leiden, and 7 institutions which provide day and/or evening instruction for adults.

Besides the generally known religious denominations such as Catholicism, Protestantism, the Reformed and Dutch Reformed Church, there are many "movements" and (religious) sects represented in this city. There are 33 religious societies in all established in Leiden.

29P/3

Moreover, one can visit 11 museums: 4 of them are national museums. Leiden possesses an old historical central city.
Facilities in the way of health care: 2 hospitals (the Leiden Academic Hospital and the Diakonessenhuis [Deaconess House]). For assistance to seniors who remain at home and their families, one can apply to the Stichting voor gezins/bejaardenzorg Leiden [Leiden Foundation for Family and Geriatric Care]. More than 45 family practitioners maintain their practice in Leiden. Senior citizens can, if they desire, take up residence in one of the 9 old age homes in Leiden.

B. OUTCOMES

1. Goals

The general aim of the post-doctoral courses is to make a contribution to health care. The aim of the C courses, set up by the Boerhaave Commission:

- to train doctors to become specialists (= structured specialist training)
- give supplemental education to specialists so that they remain up to date and can continue to contribute to the high level of Dutch specialists and thereby to health care as a whole (= *nascholing* : [post-academic training] this is all activities which deepen and expand knowledge, interest and skills which have direct bearing on the performance of the profession).

The complex goals of the courses given as a part of "*nascholing* and training" consists of the following components:

- transmission of information obtained from (scientific) research

29P/4

- provision of a certain amount of basic instruction so that one can acquire (new) methods and techniques in the particular specialization
- the courses are supplemental to reading of [technical] literature
- the courses are at the same time a supplement to what trainers are teaching in clinics according to expressed educational demands.

2. Benefits

Participants can leave the training with a quantity of basic knowledge in the area of their specialization which they did not have at their disposal before the course. Ultimately the patient benefits, who can be helped by well trained, capable specialists. Participants take an examination one month after finishing the course which they must pass. Notification is made of which knowledge is being aimed at depending upon the topic of the course.

Social benefit:

The program contributes to a qualitative improvement of health care in the Netherlands. N.B.: this qualitative improvement cannot be separated from how the financing of the health care is approached (technology, assessment).

Who determines the aim of the program?/How is the goal determined?

Instructors working, for example, in the field of anesthesiology go into consultation with each other in order to reach a joint goal. The goal thus devised is translated into the educational demands of Dutch [university-level] professors and of instructors.

Approval for a C course must be given by the general directory board of the central course. The chairperson of the general directory

29P/5

board of the central course is likewise chairperson of the Anesthesiologium.

For each C course, a course commission is put together in which the following have a chair:

- a professor from the Netherlands
- a Belgian professor
- a Dutch peripheral specialist
- a Belgian peripheral specialist
- a assistant in education from the Netherlands
- a Belgian assistant in education
- a secretary [i.e., an official] from the Board.

The medical college in Leiden is the only one in the Netherlands which provides C courses. The Boerhaave Commission functions as a model for many medical colleges. Not only in the Netherlands but also outside of the country, the colleges are interested in the unique... [remainder of sentence omitted on copy]

Each medical faculty has its own PAOG (post-academic education in medicine) office. Besides these office there are also associations which have *nascholing* and supplementary training under their own administration.

The course material taught depends on the specialty. The subjects (e.g. physiology, pulmonary circulation, pharmacology) are basic subjects, grafted onto a particular specialty. Usually 2 topics are treated per course; an exception to this are C courses which graft basic subjects onto one topic (e.g. decompensatio cordis)

The basic course offers 10 C courses per year. The number of participants is dependent on the teaching method chosen: in the case of

29P/6

lecture courses, 150 to 200 participants can take part in the course. If work is done primarily with computers, then a maximum number of 50 participants is in order.

Not every course is open to the same number of participants. Two-hundred fifty to a maximum of 700 people may take participate in A courses, among other reasons because they usually involve lectures/presentations. For B courses [this number] is considerably smaller: 20.

Depending on, among other things, the topic and the teaching method chosen, 50 to 200 AIOs/specialists can take the C courses. An equal distribution is striven for, for example in connection with the discussions, but is difficult to bring about since fewer specialists register.

D courses can provide room for only about 8-10 participants. This is because the D courses are practical courses, aimed at the acquisition of new techniques and skills.

In general, participation in continuation courses is dependent on these factors: time, offerings, institution and not least importantly the specialty.

Before one can take part in a continuation course (C and D courses), one is required to take the two basic courses (A and B courses) which both are valid for ten years. The continuation courses [are] often composed of selected topics. The percentage of participants which drops out of the course is 0% on the average. Those who do quit have very personal and urgent reasons for doing so: illness or childbirth come to mind.

29P/7

C. PROCESS

1. The C course program is set up:
   - on the basis of stated educational demands
   - according to evaluation of previous programs' curricula
   - according to review of examination results obtained; gaps in knowledge can come to light.
   - with the assistance of contributions from other organizations, namely the associations which participate in this cooperative relation which is specifically designed for this type of course.

The curriculum of the C courses is never a duplication of previous courses held elsewhere, because the following model is used: in addition to the required basic material, each instructor stresses different areas in his training to assistants within his clinic, whence the importance of consultation which is guaranteed by this administrative composition. People know from each other what is being worked on and which additional information is needed.

The general directory board of the central course, which has about 25 members, occupies itself mainly with policy to be followed, supported by a subcommittee: the executive committee, which carries out preparatory work, among other things. Specialists/professors with specific expertise in their area can be asked whether they are willing to sit on such a board on which the necessary time will be spent. On the other hand, there is no remuneration. In many cases this is viewed as a part of the task of educating.

The general board has the responsibility for the program: ultimately the chairperson of this board bears the final responsibility.

29P/8

Evaluation of the curriculum:

The curricular components (such as readings [lit. 'literature'], teaching methods, planning of time, degree of newness of the topic treated, choice of instructor) is evaluated in writing on the basis of a 5-point scale. The purpose of this evaluation is some degree of quality control. Practical experience has shown that this type of evaluation is effective. The course committee examines the results of the evaluation. The committee consists of members named by a coordinating General Board of a C course. The following stipulations must be met: (CCA from above)

a) 2 instructors (professors) from university clinic, from the Netherlands as well as Belgium
b) 2 medical specialists from peripheral clinic (Neth. + Belgium)
c) 2 assistants in education in a university clinic (")
d) Secretary of the Board, associated with the university PAOG office.

The choice of supervision for those who are going to execute the course is made by the course committee: their proposal must of course be approved by the general board.

The program is likewise presented to the Ministry of Education and Science, [the Ministry of] Public Health, and to professors/lecturers at all universities.

The bureau coordinator for ongoing matters of content is secretary of the board.

2. Methods

Throughout C courses, various aids are used. The following come to mind: video, film, overhead, microphone, transparencies, tapes, practica, slides and computers, depending among other things on the course topic, the number of participants, the instructor, and the classroom. The instructional methods vary: presentations, demonstrations, group discussions, and for which additional information there is a need. Testing of course material takes place one month after the course by means of a written 2½-hour examination.

Time spent

The number of instructional hours for a C course varies from 18 to 20 hours: 2½ days. There used to be a so-called "pretest", but that has been dispensed with. However, depending on the individual student, a preparatory period of 1 to 20 hours is considered reasonable. Only adults take part in C courses: this is taken into account during the course, with the assumption that adults learn in a different manner from that of children. Learning is "experience-directed", and furthermore attempt is made to widen the basic knowledge which participants already have at their disposal.

Choice of materials

Instructors of a C course (there are about 20) receive clearly structured instructions from the course committee. The tracing out of the topic has been achieved after mutual deliberation among instructors. Not only the topic of the course is determined by the committee, but also the required readings. Instructors are asked to conduct a trial reading so that timely adjustment is possible to promote optimal quality.

29 P/10

3. Improvement

There is no doubt: the C courses promote the expertise of participants. By means of formal and informal evaluations, among other things, it is checked whether or not success has been made in doing this. For the informal evaluation, the opinions of participants are utilized. Their letters, reports and telephone calls are used in order to evaluate as completely as possible.

Questions can be posed, for example, re the choice of discussion and/or topic, the level of the readings, whether the [classroom] aids (video, film, slides) are in keeping with the content of the lecture.

The formal evaluation—How do things stand in regard to the percentage of dropouts—can take place on the basis of participant and attendance lists and by using the number of participants registered for the final examinations. As mentioned previously, the dropout rate is especially low.

4. Participation

Recruitment of participants presents not a single problem, in contrast to many other Adult Education courses; after all, taking C courses is the only possibility for anesthesiologists and orthopedic surgeons to become specialists. This requirement to take the course is still valid nowadays only for anesthesiologists and orthopedic surgeons.

It likewise follows from this that participants need little motivation [orientation?] during the course. The Boerhaave Commission provides information about its courses plenty of time before the start of the course by means of:

29P/11

- a bulletin ['pre-announcement'] in which 2 semiannual summarized listings of the courses are given.

- folders are sent to eligible/qualified groups.

- requests to the offices of technical journals and organizations that they announce the Boerhaave course schedules to all physicians, and a separate announcement of the course schedule to those the course is aimed toward and/or who have inquired by phone.

- a mailing to all departments in the medical colleges.

An official training site is required for admission to C courses. Admission tests and/or intake conferences are not necessary, since the educational level of the participants is known from the[ir] training. All participants from the Netherlands and Flemish Belgium have, in any case, their doctoral examination or basic general practitioner examination from a medical school, and therefore are entitled to call themselves physicians.

The groups are quite homogeneous: the course is begun with approximately the same basic knowledge. Post-academic instruction in medicine (P.A.O.G.) contributes knowledge in the area of schooling and post-academic training. There are in theory no waiting lists. A course can be expanded, e.g. given 5 times per year instead of 4 times per year.

It can be necessary to provide some amount of practical assistance in order to take the course. The course committee can, if necessary: take over housing details, including meals; see to all of those financial matters which crop up unexpectedly in the establishment of a C course; [other activities] ranging from arrangements for reimbursement of travel expenses to sponsoring and establishment of a contin-

29 P/12

gency fund [lit. 'guaranteed fund']. The C courses are often paid for A.I.O.s by the administration of various hospitals.

Information/P.R. activities

An Information Office is associated with the Leiden Academic Hospital in order to keep the press informed of events and in particular to inform those outside [not directly involved] of new developments. The Boerhaave Commission is charged with providing information about the C courses described here.

of the Central Anesthesiology Course [not sure where this phrase belongs, since it was added after a period]

The chairperson of the Executive Committee writes articles and gives presentations in Europe and America.

Other P.R. activities take place by mutual word-of-mouth advertising by participants.

The Dutch university bookshop Kooyker receives the program for each Boerhaave course and is present at most courses with a stand with technical literature specially geared toward the topic of the course. Firms which are of a commercial nature must request permission for this in writing from the Boerhaave Commission. The contact that the B.C. has with politicians, people who are involved in policy matters for Adult Education, occurs via bureaucrats working at the provincial level and via the Ministry of Science, Public Health and Culture.

D. INPUTS

Participants

The average age of participants in C courses is not very high: 70% are younger than 35. The ratios of male to female participants vary by specialty: in Anesthesiology C courses 40% are of the female sex, however, only 1% in Orthopedics.

Staff

The employees who are involved in the execution of the course spend a varying amount of time on this. The course directorship tops the list with 200 hours, then those who provide the lectures with 15 hours; and further the chairperson and the panel member with 5 hours.

The composition of the commission by position has been constant for four years, although sometimes changes can take place: professor B can fulfill the office of chairperson instead of professor A. Staff members hold a professorship or are specialists with a doctoral degree.

No use is made of volunteers in the set-up, execution and instruction of the C courses, since they lack the knowledge necessary in order for the courses to go smoothly.

Each C course is prepared and executed by a team.

The following are members of this team:

- 2 course leaders/discussion leaders; they give content support to the course, in the room where the course is held
- 1 full-time coordinator/manager (= Board official ['secretary'])
- 20-25 instructors. Instructors provide courses.

29 P/14

- one professor from the Netherlands
- one professor from Belgium
- one peripheral specialist from the Netherlands
- one peripheral specialist from Belgium
- one educational assistant from the Netherlands
- one educational assistant from Belgium

Content

At least 1 and at most 2 topics can be offered in the central course Orthopedic Surgery. The topics vary according to specialty, to name a few: rheumatology, pulmonary circulation and orthopedics. It can be necessary to take a C course more than once: the course participants want to be up to date. The commission determines what and how topics are treated: will much emphasis be placed upon treatment and/or diagnosing, or will simply a much broader and more general overview be given of the topic at hand. Will the newest scientific developments be dealt with, or will the "tried and true" approach be discussed critically.

Furthermore, prognoses can come under discussion, rehabilitation, and comparable illnesses. This summary listing cannot be complete: there is no "standard syllabus"—the content of C courses is always different. See attachment II for a model program.

Finances

National regulations are in force for the financing of post-academic courses in medicine.

29 P/15

Funding of the program

Sources of income:

1. Course fees (varies: a.o.i. 600 guilders, specialists 700 guilders)

Course is budgeted in advance and is dependent on the length of the course, the number of instructors, hotel accommodations and provisions for meals.

2. Sponsors - primarily "sponsored presentations" (e.g. by pharmaceutical industries)
    - from revenues from advertisements

The funding somewhat resembles the financial setup of a privatized enterprise. Whether or not a "profit" is made depends in part on the target group of the course and on the number of participants allowed. Generally speaking, C courses go well and can be completed regularly with a small percentage of profit. This money is used as a "buffer" for possible deficits in subsequent courses or in order to invite and cover the expenses of superspecialists from abroad as a guest in a subsequent course. The profit is thus clearly "earmarked" in this case.

In practice it turns out that sponsors can be found more readily for the clinical portion of health care than for the pre-clinical one. These sources of income have been "selected" because it is very difficult to get funds in another manner. In our economic climate, an appeal for sponsors from the business world is not often made just like that. A separate fund is established in order to be able to work on this sponsoring.

Payment of course instructors:

For both the CCA and the CCO, only those instructors who practice a specialty other than anesthesiology or orthopedic surgery are paid in this way.

[Translation of headings]:

Program staff Elem. school Sec. School University

In-kind

It holds for the "program" described here that when an anesthesiologist/orthopedic surgeon leads the course there is no payment. The course leaders bring along their own slides so that no costs are figured for this material. Sometimes, after consultation with the Boerhaave Commission, materials support is given by business and industry in the form of teaching aids such as writing pads, pens, convention maps and such.

6. Facilities

The C courses are provided outside Leiden in convention accommodations or hotels in Belgium or in the Netherlands, for practical reasons. The agenda does not end until late in the evening and participants can be coming from all over the Netherlands and Flemish Belgium. The occasional excursions which are made lead to laboratories, and sometimes to particular (pharmaceutical) factories. Participants are assigned a number of required handbooks to study, and a portion of the literature is recommended: this can be, for example, articles from magazines. One study area and/or library is available per educational institution which participants can use.

29P/17

E. Evolution

The first course for specialists took place in 1951 and the name "Boerhaave" was introduced. The content was both theoretical and practical. The cardiology courses held before 1958 were quite good already from the outset and found a following. The training for internists started in 1956.

Not all programs developed at the same period of time, and this summary listing is not complete: there are also C courses for bacteriologists and rehabilitative medicine, for example.

Instructors in the Netherlands began the orthopedics C course 5 years ago and the anesthesiology course about 10 years ago. The organization of the courses is done in cooperation with Dutch/Belgian (specialists') organizations. As an example, the contacts maintained by the Boerhaave Commission throughout the organization of an anesthesiology course:

- the Dutch anesthesiology organization
- the Belgian anesthesiology and resuscitation organization
- the Belgian professional organization of medical specialists in anesthesiology/resuscitation
- Dutch and Dutch-speaking Belgian instructors.

F. INFLUENCES

The number of instructional sites for AIOs by specialty [has been?] reduced, which results in the fact that attention is turned more to specialists. Although the utility of training assistants to be specialists

29P/18

appears to be an obvious matter, and is necessary, the Dutch government evidently seems to be a proponent of the privatization of this instruction. The current government administration, in order to cut expenses 'everywhere' and to carry out reforms in organizations, affects post-doctoral training programs in medicine as well—actually, the entire range of Adult Education. Another consequence of those same cuts and other things: there is more and more cooperation on the local-national and international levels.

G. OTHER

The Boerhaave Commission is a flexible board which also does what it is supposed to do. A few characteristic aspects of the type C course program:

- very short, intensive courses
- clear information/program brochures
- a well thought-out design, clearly taking into account the needs of participants and instructors
- a commission which has a [clear] structure and is run by experienced people
- long-term planning: over 1 year before the course begins, the program is spelled out definitively
- members of the course committee who are used to working with each other: flexible cooperation
- Flemish Belgium and the Netherlands serve as an example, notably within Europe.

29P/19

A C course program is representative in and of itself and not totally comparable to other courses, since they are less unrestricted in connection with the educational demands to be met.

A. choice of topics as a result of educational demands
B. choice of instructors
C. teaching method
D. required examination
E. reading assignments
F. evaluation
G. very high requirements of instructors ("trial lectures")
H. national character
I. acknowledgment [by] Stichting Registratie Commissie Medische Specialisten [Foundation for Registration Commission of Medical Specialists]

The program of the C course is set down afresh each year, and will continue to be, seeing as health care (society) is in need of well-trained specialists.

The developments in medical science are not standing still: education is necessary in order to "keep up". The target group remains constant: AIOs and specialists who are trained in a particular specialty. The program, although varying in terms of content, must likewise also be considered as stable. Taking C courses can have (positive) consequences for the participants: the AIOs can call themselves specialists when they have completed the examinations and thereby carry out different work. For others it is a matter of having the personal feeling and some amount of certainty that they are able to continue to function as specialists.

Responsibility

At first we devoted quite a lot of time during the Adult Education courses to studying the definition of adult education: it became clear that post-doctoral training programs in medicine certainly are a part of it. It is part-time higher education which is given to adults. Personal curiosity and the question posed by the project leaders in the drafting of the project, that of obtaining descriptions of medical post-doctoral training programs, motivated me to become involved in this project. In considering the approach to the topic one quickly meets with the gathering of data; from whom can one get what one needs. The coordinator, employed at the office of the B.C., turned out to be ready to help us after telephone contact and a first acquaintance-making meeting: written materials were passed on, and she dealt with all our questions thoroughly and with expertise. Thank you.

Compared to the other adult education courses, a number of things are striking:

1. The post-doctoral course of type C are required. If one does not take them, then as a physician one cannot specialize. One consequence of this is that active recruitment for these courses is not necessary; those interested present themselves.

2. The courses lasts a very short time—on the average 2½ days—so that the percentage of noncompletion is minimal.

3. The target group is most decidedly not an inferior group [a group with deficiencies, falling behind others].

29 P/21

4. Although we in the Netherlands often take our cue from America, that does not hold true in this case. The design of the post-doctoral courses is a model for America and many other European countries which deserves to be followed, to my mind justifiably so...

Attachment 1

Boerhaave was born on December 31, 1668. He became professor of medicine in Leiden in 1709.

Linnaeus had much to thank him for. Boerhaave was primarily a practitioner, and founder of the university clinic.

In addition, he was a proponent of the Leiden Botanical Garden ('Hortes Botanicus').

Attachment 2

Example of the content of a course program

Day 1 of course

9:45-10:30 Registration and coffee

Decompensatio cordis

Cardiac muscular function in decompensatio cordis

Hemodynamic effects of drugs on general anesthesia

Hemodynamic effects of intubation, ventilation and positioning of the patient

The value of noninvasive monitoring

The value of invasive monitoring

Upjohn presentation: Anesthesia and stress reaction[s]

Day 2 of course

- Decompensatio cordis and pulmonary circulation
- Decompensatio cordis and other organ systems
- Decompensatio cordis and fluid and electrolyte maintenance
    - Preoperative possibilities for drug treatment and decompensatio cordis
- Contractility
- Rhythm
- Vascular resistance
- Diuresis
- Astra Pharmaceutica presentation
- Advantages and disadvantages of local anesthesia in patients with long anamnesis of heart problems

Day 3 of course

- Reasons for and against the use of heart glycosides
- Perioperative Iatrogenous decompensatio cordis
- Prolonged postoperative drug treatment of the decompensated heart
- Conclusion

29P/23

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed fo h case description of a current or recent adult education program that sent for compilation to Alan B. Knox, 264 Teacher Education Building, Un sity of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name MAATJE BALDÉ Phone number

Organization UNIVERSITY OF LEIDEN

Street Address

City or Town State or Province

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such pro ms

3. Write a brief title or name of this program to use to refer t it

OCCUPATIONAL RETRAINING IN OFFICE SKILLS / WORD PROCESSING

4. Write the type of program, from Section III of the project pl , in which the program best fits (such as A. Literacy, B. Agriculture, C Jorkers, etc). C. WORKERS / RETRAINING

5. Type of organization with which the case program is associate (such as Ministry of Agriculture, local school, labor union, universit or clinic).

LOCAL OPEN SCHOOL PROJECT

6. Basic characteristics of service area

A. LOCAL geographic size (such as square miles or kilomet s)

B. ____ population (number of people living in area)

C. ____ urban/rural (density of population)

D. ____ worldwide

7. Year(s) covered by the case description ____

29Q/1

Concept

Maatje Baldé
01860-15586

REGIONAAL SCHOLINGS- EN ERVARINGSPROJECT VOOR DE ADMINISTRATIEVE EN INFORMATICA SECTOR

A. Setting

The Hoeksche Waard is an island, about 15 km south of Rotterdam. There are 76800 people living in this region, divided over 14 villages. In the past, most people earned their living in agriculture. Since the island is connected to Rotterdam and her industrial area with a tunnel, 67% of the inhabitants earn their living there and travel daily. Many people from the city moved to this rural area.

The largest village Oud-Beijerland (with 20000 inhabitants) has a central function. Shops, highschools and schools for lower level, Regional Health Care Center, a library, het GAB (this institution registrates the a unemployed and mediates in finding a job or training) and the office of the Open School. In september 1984 a regional education project for the unemployed has started. There is a need for people in jobs of administration and informatica. Together with other foundations for adult education the Open School has set up classes in this field. The foundations privide plans, teachers and learning materials. In 1986 the co-operation changed and the Open School and The Foundation for Community Activities in Oud-Beijerland under the name BOV (beroepsonderwijs voor volvassenen, that is professional education for adults) continued the program.

B. Outcomes

1. Goals

The general goal of the BOV is to re-educate adults to professions in which they can find a job (omscholing).

The main goal is to have people placed (doorstromen) to the labor market. The program has the next courses:

I. Administration

period: 1 year

Doelgroep: women with less prerequisites
and who want to go find a job again (herintredende vrouwen)

a. Training: Office - assistent part I

Subjects: Simple Dutch commercial correspondence; bookkeeping, and arithmic; industrial accounting; office practice; commerce and maatschappelijk verkeer

b. Training: Office - assistent, advanced course

Subjects: business correspondence; financial administration; office practice II; living and working with a computer; minute and report;

II Typing: basic diploma

III Telex

IV Informatica Purposes: giving an introduction to the informatica sector and learning how to deal with computors. Participants learn how to use standerd packages of computor software, such as Wordprocessers (Speedscript, Easy Script, Wordstar and Wordperfect) and visi-calc.

The ultimate purpose is, that they learn how to get access to other wordprocessers;

Learning to program in basic;

Learning how to work in a setting in which the administration computerises.

V Orientation in Society

Subjects matters are social influences of computerizing, history of automatisering, position of women in connection to computerizing, orientation in jobs and "how to apply for a job".

VI After the basic courses participants have the opportunity to follow a few advanced classes:

- wordprocesser, standerds for NVK
- Wordperfect
- systeem beheerder / informatica ; This course prepares for an erkend diploma (AMBI); programming in Pascal

2. Benefits

Last year, the program served about 60 persons. Most of them were unemployed for a longer period of time and were women.

This year the estimated number of participants is:

Both types of people have had a low level of prerequisites or did not finish their school. Changes for a paid job are small.

This program is realized in the expectation, that within 5 years there is a great need for administration jobs with computer.

The economic benefits to society most probebly exceed the total annual costs. The amount of unemployment benefits will decrease and the potential kwowlegde of people will be used. The human benefits will even be greater. The feeling, that one can not get a job puts a high pressure on his or her shoulder. In our society with a "workingethos", one does not count if he is unemployed. Part of the program concerns to give people a real chance to go back to work or to have their first working experiences.

The unemployment rate in Holland is .. % of the population and lots of them are young people, who've just finished school. They never had a chance to work. Especially for people without working experience a gouvernement rule is made to get working experiences with behold of the unemployment benefit.

The impression is, that the people benefitting this program part are rather non-assertive and brought up in "overprotected families". They can get more selfesteem and discover what they want to do in the future these during this period of working experiences. So in this region, we have the feeling that we do reach part of the people who really do need the program.

C. Process

1. Planning

As the education is highly aimed at the need in society for people who can do administration jobs and work with a computer, the content of the lessons is highly structured to this. The classes are "profession-oriented".

The analysis of the context is mainly done by the staff and other foundations that already had experiences in beroepsgerichte educatie.

Each year the Director and supervisors list main program goals with advice from instructors and the advisory committee. The Director encourages the instructors to realize a program that is highly fit to the needs of the participants and likely to be effective with them.

Context analyses include clarification of the school system, and purposes related to professional education, a review of state and federal guidelines, analysis of school system resourses and capabilities (such as facilities and staff) and consideration to adult professional education by other providers and related organizations in the service area.

E.g. Education activities of Social Cultural Work, Gewestelijk Arbeids buro (GAB), TTC.

The gouvernement policy is to stimulate and give financial support to education that is aimed to decrease the unemployment rate. The staff has to make use of these rules and organize and realize the program.

Also they have contact with other organisations/foundations in the county that have set up simular educations.

The program level plans are used in several ways. These uses includes staffing, efforts to attract participants, orientation and supervision of instructors and interpretation of the program to the bestuur and Inspector of Education and money providing organizations.

2. Methods

As the classes are highly structured by learning a profession, the teachers have to prepare the participants to obtain a certain level. The participants are prepaired for a eindverklaring.

Main concern is to offer a set of subjects, related to the future job. The informatica teacher often uses the overhead-projector.

Lessons out of books, explained by the teacher, practical excersises and individual approach exchange.

In the classroom are 11 IBM compatible computers plus two different printers; a bookkeeping machine; a couple of telexes; a couple of electronic type-writers; micro-fiche; a simple telephone-centrale; dictaphone.

Each week, there are a .... dayparts, in which participants can come to have extra excersises.

3. Improvement

In the weekly meeting the staff discusses the content of the lessons, problems and what should be done in the future.

The staff is very interested in developing new forms of courses. E.g. the additional classes were set up recently and answered a demand of participants. Also, the staff tries to improve the lessons or find a better ways of teaching.

E.g. the implementation of the practical part of the program is not completely fit to the purposes. The staff is developing a new proposal for this part. In this example they make contact with other foundation occupied with this type of program to examinate if they have usefull suggestions.

Each year an annual report is written, in which they evaluate the program and set up future plans. In august 1987 a new government plan for adult education for people with low prerequisites will be realized. In Holland is a need for people with a technical, caring and administration education. People with a low level of education or who want to learn a new profession will be enabled to make use of this program.

Staff of the BOV and Open School have made a plan for the so called PBVE (Primairy profession-oriented adult education).

Three courses, technical, caring and administration will be set up. All activities of the BOV will be incorporated in the PBVE.

In this program facilities of different schools will be used in the evening hours. Also there is a strong connection with the field, the classes prepare to.

4. Participation

With workers at the Arbeidsbureau, GAB (in this institution people are listed that they are looking for work) is a good contact. They regularly see people who are looking for a job and they know which jobs in the area have a perspective and which have not.

They refer regularly to the adult education classes.

Also people come here after they've followed Open School classes.

In fact there is a waiting list.

One problem is, that there is just one classroom available for the computer classes. So participants will not be enabled to have lessons in their own village. Most participants therefore live in or close to Oud-Beijerland or Klaasvaal.

D. Inputs

In 1985/86 the BOV had about 60 participants. This year there are participants. Most of them are women, who want to go back working after having raised the children.

2. Needs

Government policy is hihgly due to have all these adult education plans realized.

Because of emancipatory developements in our society many people, especially women feel the need to have a (part-time) job of to learn a profession fit to their needs.

Also there is this tendency to spend spare time in profession oriented classes and not in the leisure time classes.

3. Staff - The staff is paid.

4. Content- The content is job-related oriented.

5. Finances

The participants pay f 60,- for their classes.

The rest of the money needed is financed by funds from the government, local government and e.g. the European Social Fund and facilities of the Ministery of Social Wellfare, to reduce the unemployment rate.

Fees paid to staff, administration:	annual	136.000=64%
Costs (learning equipment, etc.)		76.000=36%
		212.000=100%

Fees participants	3.600 = 1,5%	
Funds:	37.000 = 17%	}
GAB 20x2000 other funds government	40.000 = 19%	} 99% }

Staff:

The average number of staff members is 82 hours:40=2.05 FTE

Percentage of pay for related occupations:

program staff	teachers	masters	business
administrator = 100	133	206	
Instructor = 100	52	88	
Other = 100	x	100	

6. Facilities

The office is in the Open School. The computer classroom is in the Social Cultural Center, in which also the library is housed and many leisure courses take place, from aerobic to Caimbridge English.

If needed, other classrooms can be hired per hour.

The classroom can accommodate about 11 participants at a time (the number of computers). Participants have to buy their own books (or they can be lent) floppy-disk etc.

Two times a week the classroom is open for practizing.

7. Other - Public Relation

Regularly, in local newspapers persberichten are placed. About the first class who did exams, with the opening of the new classroom. A lecture about the BOV and its influences on the local infra structure by the mayer, a politician and the bestuurslid.

Also the regional companies are approached to inform them about the new quality of workers they can obtain from this education. In general the BOV is known and the image is positive. I think that the relation towards companies can be improved.

E. Evolution

The staff has great influence on the quality of the program. They are enthousiast and put great efforts in their jobs. As the team is young and as they have many chances to work out new ideas none of them has left the BOV. As a matter of fact, the number of the staffmembers increases. When the PBVE will start in august new staffmembers will be attracted.

F. Influences

National government aims at a policy in which the types of basic adult education is the same organized all over the country.

In this period of realizing the Basiceducation (including illiteracy, dutch as a second language and Open School) and the PBVE, the beroepsgerichte education, the government and other fund are willing to give financial support.

The coming years will show, if this national policy will enable workers in the field to set up a stable set of basic educational provisions.

This area will have some structural problems, such as the attainebility of Oud-Beijerland by bus. The villages at the east side of the island have a bad connection to Oud-Beijerland.

Another problem is, that there is probebly not enough work in businesses on the island. People will have to travel to Rotterdam or the nearby Harbours. Main part of the participants are women and having to travel to their job might be a barrier.

The unemployment rate is pretty high in Holland and especially in Rotterdam. There is a need of workers in the jobs the PBVE will make programs for.

Future marks will show, if the main purpose of the BOV will be fulfilled, namely getting people back to work.

Also the quality of the education has to be proven in the future.

G. Other

The description of this BOV program can be completed with the case description of the Open School.
Both are realized under the same staff and direction.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name E. STARK Phone number ______

Organization STUDENT. UNIVERSITY OF LEIDEN

Street Address ______

City or Town ______ State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

LANGUAGE SCHOOL FOR REFUGEES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

VOLUNTARY ORGANISATION

6. Basic characteristics of service area

A. LOCAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

TRANSLATION

Language School for Refugees

A. Setting

Short History and General Goals

The Language School for Refugees is an independent subdivision of the Rhine Outlet Society for Refugee Assistance (VVR), located at Oostmaaslaan 950, Rotterdam.

The VVR has as its goal, starting from the universal declaration of the rights of mankind, "to promote the mental and social health of refugees in the Netherlands,"[1] whereby the area of the Rhine outlet and specifically the city of Rotterdam are seen as the target region.

The VVR exists in its present form since June of 1982. In that year, a number of already extant initiatives in the area of refugee work, among them the Language School for Refugees, united to form the VVR. Since 1982, the number of applicants for asylum who registered with the VVR has steadily increased; from 35 in 1982, 108 in 1983, 175 in 1984, 314 in 1985, 610 in 1986 to about 1200 in 1987.[2] The number of students at the language school grew from about 60 in 1982 to about 180 students currently taking courses. In addition, there are about 30 registered students who were placed on a waiting list due to a lack of capacity within the language school to provide more courses.

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Method of the VVR

It is important to differentiate between the different "types" of refugees, since this often leads to differences in their refugee status.

- Invited refugees are refugees who were invited to come to the Netherlands by the government (usually in coordination with the United Nations' High Commission for Refugees). These are the so-called "contingents" of 500 refugees per year.

- Asylum seekers are refugees who came to the Netherlands on their own initiative and applied for asylum. Between 1975 and 1985 there were about 10,000 applications for asylum in the Netherlands, of which more than half were denied.[3] During the past two years, the number of applications for asylum was significantly higher, while the percentage of denials increased even more rapidly. Not even a quarter of the asylum seekers was accepted.

Asylum seekers can receive Status A, equal to Netherlandic citizenship (invited refugees receive this at the moment they arrive in the Netherlands); Status B, with which they can claim, among other things, the right to an education; and Status C, which is equal to a normal residence permit, and for which there are no extra facilities. The number of applicants receiving Status C is increasing rapidly, compared to the other two statuses.

Not everyone who registers with the VVR as an asylum seeker is accepted as a client without further ado. By means of a number of intake interviews, it is determined whether the person in question can be recognized as a refugee in the sense of the Geneva Convention, which the Netherlands subscribed to in 1951. A number of people are not accepted as clients on the basis of this process, and possibly referred to other sources of assistance. At the moment, the VVR has about 1500 clients. Depending on the number of (usually unpaid) staff members, these clients are more or less intensively advised, both on the judicial level in terms of the asylum procedure, and on the social and psycho-social level, for instance in their contacts with such offices as the social services, the housing office and such things, family physicians, psychiatrists, etc.

The number of staff grew along with the increasing number of asylum seekers. In 1982, the VVR had 11 staff members, there are now about 60. Of these, nine are paid on a part-time basis from subsidies from the local offices of the Cultural Minorities and Education Department, and a grant from the Ministry of Education and Science for material development at the language school. The remaining staff members work 20 hours per week on a volunteer basis. A large number of them fulfill a probationary period by means of their work at the VVR.

Organization

Besides the Dutch lessons which are offered by the language school division, the VVR has a further three divisions, specifically the receiving group, the division for general matters and the division for needs. The highest level of the VVR, mainly because it is a Society, is the General Membership, which meets twice a year.

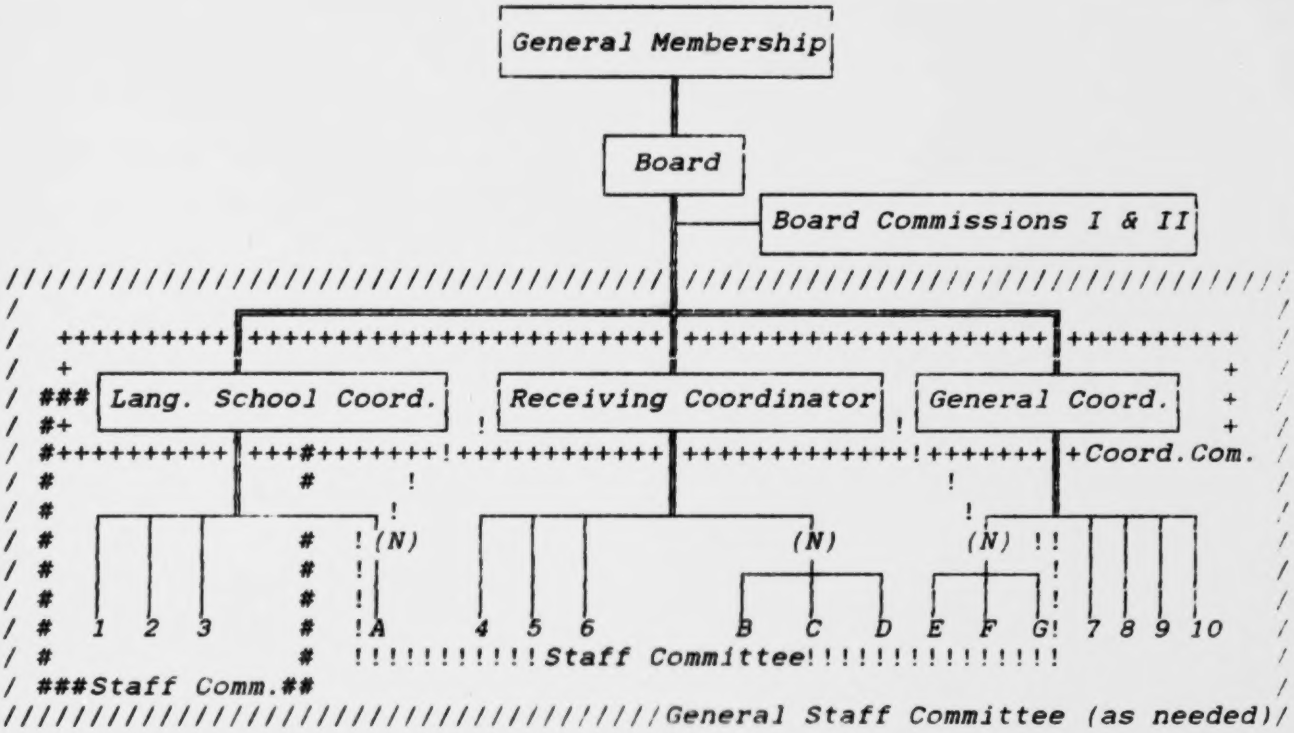
During these meetings, the board gives reports concerning the affairs governed by it. The board consists of the chairman, the secretary, and the treasurer, as well as two representatives from the divisions in direct service (a delegate from the division receiving group and needs, and a delegate from the language school division). In addition, a number of external expert have a seat on the board. The board consists in total of nine people, who meet monthly. There are also two committees which function under the responsibility of the board, the financial committee and the personnel committee.

There are three (paid) coordinators working for the VVR. The language school coordinator is responsible for the language school division, the receiving coordinator for the receiving division, and the society coordinator for the division of general affairs. The division of needs is divided among the three coordinators. The coordinators gather every two weeks in the coordinator's committee, which works very closely with the board.

About every two or three weeks, separate meetings are held for the various working groups, that is to say, the language school staff meets separately from the combined staff of the receiving and needs group.

Incidentally, if circumstances call for it, a general staff meeting is called, where all staff members of the VVR can discuss certain "hot items."

The organizational diagram of the VVR is as follows:


General Membership
Board
Board Commissions I & II
Lang. School Coord.
Receiving Coordinator
General Coord.
Coord.Com.
(N)
(N)
(N)
1
2
3
A
4
5
6
B
C
D
E
F
G
7
8
9
10
Staff Committee
Staff Comm.
General Staff Committee (as needed)

The VVR consists of the main divisions Language School, Receiving Group, General Affairs and Needs. The Needs (N) are divided among the three coordinators.

Legend

I = Personnel Committee
II = Financial Committee

1 = reading
2 = basic courses
3 = advanced courses
4 = office
5 = intake
6 = advisement
7 = financial
8 = record keeping
9 = orientation
10 = personnel

A = Work & Study
B = Housing
C = Health
D = Legal (Special)
E = Legal (General)
F = Social/Cultural
G = Refugees' Organizations

Functioning of the various divisions

The **receiving** division concerns itself with individual advisement of clients. Among the tasks of the staff of this division is conducting intake interviews, holding office hours (for, among other things, new registrants, clients with acute problems, etc.). They attempt to assign each client a personal adviser. In light of the great increase in the number of clients, however, this is not always possible.

The division of **needs** functions in part to support the work of the advisors. It is divided into the working groups Work and Study, Housing, Health, Legal Affairs, and Social/Cultural Activities. The **needs** division takes care of the so-called "second-line-work," meeting the needs of acquiring and increasing the quality of the refugees' situations. Their job thus includes advisement, education, and support from the advisors in the named areas.

In the area of **general affairs** lie such things as personnel work, information and publicity, etc. They are under the society coordinator, who is also responsible for the coordination of the various divisions with each other.

The functions of the **language school** division will be extensively discussed below.

The Region

Since the Public Body of the Rhine Outlet was dissolved last year, there is actually no longer any discussion of a separate region. The VVR directs its efforts primarily towards the city of Rotterdam. In surrounding communities such as Schiedam, Vlaardingen, and Spijenisse, which used to belong to the Rhine Outlet Region, refugee help organizations have been established in the meantime. Support from the VVR is available upon request.

Rotterdam is one of the most important international harbors. The city has about 600,000 inhabitants. A large number of these belong to ethnic minorities. Rotterdam is also fighting with the highest percentage of unemployment in the Netherlands.

In 1987, 1,615 people applied for asylum in Rotterdam. Since November 1, 1987, there is a new regulation in respect to seekers of asylum from persecution (the so-called ROA: Rijksregeling Opvang Asielzoekers [Imperial Regulation for Admission of Asylum Seekers]). According to this regulation, there is a maximum number of asylum seekers which a community is required to accept yearly. For Rotterdam, this number is 500 per year.

B. Outcomes

The Language School for Refugees

1. Goals

The language school for refugees as a limited service, solely for the target group of refugees. The language school has been offering language instruction for refugees since 1978 in the form of intensive basic courses (10 hours/week), advanced courses

(8 hours/week), and reading courses. Since 1982, the language school is a division of the VVR.

a. basic course

The basic course is an intensive course for beginners at 10 hours per week, distributed over three days. At least two beginners groups are started simultaneously, whereby the students are assigned into groups based on the expected speed of the course, using information from the registration card (which includes information about prior training in the native country, knowledge of foreign languages, and ability to read and write).

The basic course consists of five units, each of which are concluded with a test, and which offer the possibility to transfer into another group. The basic course is finished with a final examination, and the certificate of the basic course is awarded upon successful completion.

In the basic course, the emphasis is on acquiring basic skills in the Dutch language and on orientation in Dutch society. The "Leerlijn" (teaching guidelines for instructors), which were developed by the language school, form the basis for organization of the material of the course, and for testing the basic skills.

Important didactic foundations are the communicative aspect of second language acquisition, the active role of students in the learning process, and taking into account the experience and needs of the student.

The average length of the course is 300 hours.

b. Advanced course

If the basic course is completed successfully, the students are offered the possibility of taking part in a course for advanced students. This course is directed towards enabling further study or work. The course consists of three blocks, wherein the various language skills are presented and tested, following a linear structure. At the same time, study skills, use of a dictionary, global and analytical reading skills, use of the target language and expansion of vocabulary and idioms are strongly emphasized. The "Leerlijn voor Gevorderden" (teaching guidelines for advanced students), which were developed by the language school, are also the core of this course. The content of the teaching material is matched as much as possible with the interests and learning needs of the students.

The advanced course is also offered at two levels.

c. Reading

The goal of the reading course is to teach reading and writing in the Dutch language. The course offers a connection to, and runs parallel with, the basic course, and is primarily directed towards the techniques of reading and writing (motor skills, sound-letter connection), while the communicative aspect is kept in mind. While teaching reading and writing, conscious use is made of significant concepts for the student.

In general, the courses are offered at two levels: courses for people who, in their native land, did not have more comparable education than elementary school and some years of secondary school, according to the Dutch system (the so-called basic educational curriculum). Simultaneously, courses are offered for people with higher education (the so-called higher-education courses).

This difference has been fixed since January 1, 1988, in the Imperial Regulation for Elementary Education. As part of this regulation, the basic-level education courses are financed. There is as yet no possibility of financing for the more highly educated.

The certificates indicate whether a basic-level education course or a higher-education course was completed. The ending level of the basic-level education course is always indicated as the "Algemeen Dagblad" (Daily News) level, which means that the students have passive command of the language which is used by this national newspaper, after having completed the course with reasonable success.[4]

The difference in the final level between the basic-level course and the higher-education course is primarily caused by the amount of productive command of the language. In the final examination for the basic-level education course, emphasis is placed on receptive command of the language, while in the final examination of the higher-education course, the student is expected to show a large amount of productive command of the language.

In the final examinations, the following skills are tested:

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Dutch grammar, spelling, and reading, writing, listening, and speaking ability.

The target group of the language school consists of the individual refugees, living in Rotterdam or the surrounding area, who have been accepted as clients by the VVR, or who already have the status of having a right to asylum. The group of asylum seekers has specific difficulties. Besides all of the problems in connection with fleeing itself, experiences of imprisonment, war, and fear, the feeling of being separated from family, friends, and everything one was accustomed to, there is also, in the case of the asylum seekers, the insecurity concerning the question of whether their request for asylum will be accepted or not. The period of insecurity usually lasts between two and four years, but can last as long as five to seven.

This specific problem of the asylum seekers makes it desireable to have a separate facility for language lesson, which is only accessible to refugees. The VVR is, for most of the refugees, the first connection with Dutch society, and as such, takes care of not only material needs, but also supplies the often extremely necessary support in the intellectual sphere. The specific background of the refugees plays an important role in the language acquisition process; this was thus the impulse for the teachers at the language school to look for a form of instruction in which such a background could be taken into account, and in which problems of motivation and concentration could be dealt with within the teaching process. The "Leerlijn" guidelines were a result of this.

Besides the aspect of content, the importance of the aspect of security for many refugees should not be underestimated. Fear of fellow citizens, or fear of making personal information available, often has to do with the worry of possible disadvantageous effects for family or friends who have remained in the home country. The VVR, as an institution which is very specifically directed towards work with refugees, is seen as a "safe place" for this reason. Furthermore, the institution offers refugees of various nationalities the possibility of meeting each other, sharing common experiences, and supporting each other.

2. Benefits

50% to 70% of the students who start a course, finish the basic course with good results. In the basic-level education courses, this percentage is closer to 60%, in the higher-education courses it is significantly higher. Various factors play a role here: those with a higher level of education find it easier to study and learn, since they already have a certain kind of "learning career" behind them. For people with less experience in the educational system (and even more strongly for the illiterate), this is more difficult. More highly educated people seem more often to have plans for further studies, possibly in their own field (and realize these plans more often), so that their motivation is higher. This is also one reason why the more highly educated more often take part in the advanced course, than do the basic-level education students. In addition, the simple fact that the basic course takes less time for the more highly educated plays a role, because they can complete the program more quickly.

As was mentioned shortly above, especially this group of second language learners has problems with motivation and concentration. This is also a cause for the relatively high dropout rate, along with the fact that a number of students reach the end of their legal proceedings and are deported.

Of the students who take part in the basic-level education courses, only a relatively small number go on to the advanced course. A still smaller number finish this course with reasonable success. Both numbers are noticeably higher among the more highly educated group. The fact that the advanced course is slowly but surely increasing in quality as the development of the advanced course guidelines progresses, is also a factor.

More than half of the students who earn the advanced certificate go on into regular secondary education courses, varying from vocational training such as the hairdressers' school to university education; the Technical University seems to be especially in demand. How successful at this the students in general are, is not known. A survey is being prepared, in order to follow up on former students, and to find out how successful they were after completing language school. However, no results are yet available.

C. Process

1. Planning

Each year eight basic courses and five advanced courses are started. Every three months two groups begin, one in basic-level education and one higher-education group. In the advanced courses, the proportions are somewhat different: each year three higher-education courses are given against two basic-level education courses.

In light of the existence of a waiting list of around forty to sixty students, the number of courses per year is insufficient. Due to a lack of means, especially in the areas of facilities and manpower, however, it is impossible to offer more courses.

The intervals at which new groups are begun is not fixed. They are dependent upon, among other things, the timing of when "old" groups are done with their program, so that teacher time is available for new groups. This decision is made in the staff meetings. Other scheduling decisions are also discussed and approved by the staff.

Intake of new students is done by the language school coordinator. This person also has an overview over the status of the currently running groups and the size of the waiting list. Working out schedule proposals and course planning are also her responsibility.

2. Methods

At the language school, the "Leerlijn" (teaching guidelines), which were developed in-house, are used. These guidelines for teachers were developed in close connection with practical teaching. The theoretical foundations for the teaching method were, for the most part, borrowed from the views of Stephen Krashen concerning second language acquisition.[5] Some aspects can be traced back to the Communicative Language Teaching method.[6]

In the "Leerlijn" as it is published,[7] grammar is the organizational principle of the teaching material. Compared with the situation as it is now practically applied, there is little attention paid in this book to other skills. In the practical situation in the language school at the moment, these other skills (reading, writing, listening, and speaking abilities, as well as vocabulary, idioms, pronunciation, and spelling) occupy at least as important a place as the grammatical component.

In the advanced curriculum, which is now being developed by the language school, these elements are being given due weight.

"De Leerlijn" is meant as a guide for teachers, so that they can create teaching materials for themselves, based on the specific student group. The idea is that (a) communicative aspects of teaching language should occupy a primary place in the curriculum, and (b) the experiences, thoughts, and feelings of the students should help in large measure to determine the direction of instruction and the course.

Processing of the course material takes place both on paper and orally, and makes great use of the contributions of the students. In practice, this means, for instance, that texts brought by students are included in the lessons, that the teacher uses the interests of the group and of individual students in preparing his teaching material, that extra time is given to units of the material which are problematic, etc.

The courses function under a system in which two teachers are always taking care of one group and keep track of the direction and progress of the course together. They keep a group file containing a report of each lesson, where attendance is kept and the teaching materials are stored.

3. Improvement

Besides conferences between co-teachers, which is meant to maintain the quality of the courses and their content, there is also a required meeting for all teachers concerning content, in which subjects are discussed which are designed to increase teacher knowledge of the course content; these are given either by a staff member with specific expertise, or by a guest speaker. In these meetings, the progress of the courses is also discussed, as well as specific problems with teaching new material in the various groups and their solutions (sometimes also with appropriate newly developed material). Thus the approach and the content of the courses is constantly being developed. In addition, new teachers are required to take part in programs for

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promoting knowledge of content, which are offered regularly by the city office for the support of language teaching groups. At the end of each school year, a staff evaluation is held, in which the teachers' work with the staff and their subject-matter competence is discussed.

4. Participation

For the language school, affiliated with the VVR as a classified institution, it is not necessary to actively attract participants. Refugees who register with the VVR are advised of the possibility of taking a course in Dutch at the language school. That this is completely sufficient "advertising" is apparent from the overfull waiting lists.

There is rather more attention paid to the relatively large drop-out rate. If a student does not appear at the course for two weeks without notice, he/she receives a letter with a request to indicate whether he/she still wishes to take part in the course. The opportunity is also offered to make an appointment to talk about his/her problems. If the students is then not heard from, it is possible to attempt to make contact through his/her personal advisor. Often, personal reasons for ceasing to participate in the lessons seem to be the cause. It also often happens that a student will start a course again after a period of time.

Concerning the response from the students, please see 2. Methods, where a description of how the response forms a central factor in the entire course is located.

D. Inputs

1. Participants

The basic courses start with a minimum of twenty students. Taking into account adding and dropping during the course, a group consist of about fifteen firm participants, on the average.

Most of the participants come from Eritrea, Iran, Poland, Turkey, and Zaire. About 80% of the participants are male. Age varies widely, from 16 to 67 years of age, but the average is around 30.

The educational level of the students also varies widely. Data from 1987 show that about 40% belong to the target group for the basic education curriculum (whereby the limit is not more than three years of secondary education); 20% have taken more years of secondary education (but have not earned a diploma), and 40% have had higher education.

The basic course takes 10 hours per week, spread over three days. In the advanced course, 8 hours per week of instruction are given, spread over two days. The number of hours for reading instruction averages about 5 hours per week, and is given after the normal (basic) courses.

2. Needs

In order to be able to function and to integrate oneself in

Dutch society, a certain minimum of receptive and productive command of the language is necessary.

Most of the students who begin the basic course have only been in the Netherlands for a short time, varying from three to eight months. During this time, they have been able to learn little or no Dutch, aside from a few exceptions. In many cases, up to that point time had been lacking to turn their attention to learning the language, since much had to be done (registration with the foreigner's office, application for financial support, seeking housing, etc.).

The waiting list mentioned above also gives insight into the need among refugees to learn Dutch in a "protected" environment.

3. Staff

The staff of the language school consists of eight part-time teachers and a coordinator. Four of the teachers have a contract (at this point still temporary) for 24 hours a week. The others work on a volunteer basis 16 to 20 hours a week. The coordinator has a permanent position for 32 hours a week. The language school can also make use of a number of hours of administrative support by the financial/administrative colleague, who works for all divisions of the VVR. Formally, all of the paid workers are in the service of the VVR. However, the language school is a division of the VVR which functions relatively autonomously, so I will limit myself to the staff of the language school.

4. Content

For the content of the course, please see the overview of the courses and their respective content given in B1.

In addition, the specific topics which are offered in the basic course can be discussed. These topics are all directed towards being able to function in daily life. Some examples are doing errands, doctor's appointments, and, later in the course, health care, the Dutch educational system, the political situation in the Netherlands, etc. "Simple" matters such as having a telephone conversation; which language to use in which situations, etc., are also brought into the course.

5. Finances

The VVR receives the largest part of its income from the so-called "facilities regulation" (a part of the RWM: Regulation for the Welfare of Minorities). This regulation says that for each client advised by the VVR who receives Status A or B, the sum of Hfl. 5,000.00 will be paid to the VVR by the Ministry of Welfare, Health, and Cultural Affairs. No reimbursement is given for Status C clients. The distribution of the money is as follows: 70% goes for Dutch language lessons and introduction to society, 30% for intake and advisement. This distribution was determined within the VVR for financial reasons.

The courses of the language school are financed in part by this "facilities money." However, in light of the fact that most statuses are only awarded after a period of years, and that in recent years more and more Status C's have been awarded, this money is entirely insufficient to finance offering the courses. Besides this income, the language school received a subsidy of Hfl. 11,840.00 in 1987 from the Department of Instruction of the City of Rotterdam. This subsidy was intended to cover overhead costs of the language school.

The contracts for the four paid teachers were funded from a grant for the development of the guidelines for the advanced courses, given by the Ministry for Education and the Sciences, of Hfl. 200,000.00 over three years.

The students pay Hfl. 25.00 per 100 hours, which covers a period of about three months.

The VVR operates internally on a salary system. All paid workers are hired on the basis of the collective bargaining agreement for social work, Scale # 29, regardless of their position. For a 24-hour/week contract, this comes down to Hfl. 2,224.03 per month, gross. Only the coordinator of the language school has a contract for 32 hours/week, on the same basis.

Starting September 1, 1988, the language school, at least as concerns its basic education groups, falls under the Imperial Regulation for Basic Education, which can be interpreted by the local governments with a large degree of freedom. In the meantime, a commitment has been made by the city of Rotterdam to subsidize the language school with a yearly amount of Hfl. 80,000.00. It seems that all of this money could be used for personnel costs. It is still unclear where the other costs could be financed from.

6. Facilities

The VVR is housed in the Dr. W.A. Visser-'t Hooft Center, which is under the administration of the city of Rotterdam. The language school has control of the entire fourth floor of this facility, where there are four classrooms. In addition, a well-equipped snack bar is located on the second floor, where one can purchase coffee, tea, and sandwiches for a reasonable price. A day care center is also located in the building, where children from 0 to 4 years of age can be taken care of during class hours.

Besides the normal equipment necessary for classroom instruction such as blackboards and chalk, the language school possesses some audio equipment. Until recently, it also owned a video system; however, it was stolen. In addition, the teachers can use an extensive library in the area of second language acquisition.

All of the teachers have an electronic typewriter on loan to them for producing teaching materials. Furthermore, two personal computers are available to them for this purpose.

E. Evolution

The language school for refugees began in 1978 with so-called "home lessons." This meant that the teachers at that time visited the students at home in order to teach them Dutch. During this period, individual instruction was also offered. The teachers used various existing teaching methods, which, however, did not satisfy any of them. Most of the methods were directed towards a different target group, namely foreign workers, and not one of them allowed any space for the student to play an active role, nor for inclusion of the environment and learning needs of the student, not to mention the specific problems of refugees.

This was the impetus for the teachers, who in the meantime had control of their own facility, and who had gotten away from individual instruction, to develop their own method in close contact with practical teaching experience, which resulted in the "Leerlijn" already mentioned, and which is being extended in the form of the almost completed "Leerlijn" for the advanced course.

This last was more or less a direct result of the popularity which the "Leerlijn" has enjoyed in the field of second language acquisition. According to a study by the NCB,[8] the "Leerlijn" was the most used method in the Netherlands in 1985, as a result of which the language school was asked to offer training sessions through out the country for teachers and consultants. In these sessions, the teachers from the language school were often asked about a continuation of the "Leerlijn." In light of the connection with internal developments at the language school, where the program for advanced students was being evaluated and improved, and not least because the requested developmental grant was awarded by the Ministry for Education and the Sciences, this became the next "project" of the language school. Over the course of time, more interest has arisen for reading courses, and a program is being developed at this level within the language school.

F. Influences

The last several years have been rather stormy in the area of social and political developments concerning the topic of refugee problems, which had its effect on the work of the VVR, and thus also on that of the language school.

Since 1985, the number of individual asylum seekers has increased greatly (some reports in the media spoke of "streams" of asylum seekers), not only in the Netherlands, but in all of Europe.

The direct result of this was a correspondingly great increase in the number of registrations with the VVR, which was thus badly overloaded for a period of time, and had to sharply cut back on its package of assistance and services. At the language school, a true waiting list was created for the first time.

The political sphere reacted to the demand for asylum by very quickly creating a so-called "policy of discouragement" (anticipating international discussions of the problem). This means, among other things, that asylum seekers who register in the Netherlands have to deal with an accelerated procedure.

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Within a few days after arrival, he/she is interviewed and a decision is made to admit or not admit him/her to the asylum application procedure. If the decision is positive, it does not necessarily mean he/she will be awarded a Status. If he/she is not admitted to the application procedure, the person in question must leave the country within seven days.

Another measure is placing the newly arrived refugees in so-called "receiving centers", where they remain for up to nine weeks, after which they are "placed out." A maximum number of asylum seekers are accepted in each city. For Rotterdam, as noted above, this is 500 per year.

A further effect of the new regulations is that asylum seekers no longer have a right, as before, for a monthly assistance allowance. The communities receive a fixed sum per asylum seeker, and pay the fixed costs, such as rent, gas, and electricity, insurance, etc. The asylum seekers themselves receive a few guilders of pocket money each week.

All of these items have an effect on the work of the VVR. The first consequence is the reduction in the number of registrations. The waiting list of the language school is therefore also shrinking. Another, and certainly just as important, effect is the increased responsibility of the cities in taking care of the asylum seekers, which is also shown in the changed subsidy policy. While subsidization was minimal up to this time, it seems that in the future this will change for the better. Negotiations are well in progress.

Even more important, specifically for the language school, are the developments in the area of language instruction for foreigners. In this area as well, the government has carried out large-scale reorganizations, which have major consequences both organizationally and financially, as mentioned already. The most important change is that the language school has become a facility for basic education, while maintaining its status as a language school for refugees. It is true that the language school falls under the control of an employing agency as of September 1; however, this agency will assign the teaching team of the language school to be under the control of the VVR, which thus is seen as a so-called commissioning employer. It is important that the city of Rotterdam recognizes the right of asylum seekers to language instruction. The government of the Netherlands has said otherwise in the past: as long as refugees have not received official status, they should not be allowed to participate in activities which are directed towards their integration into Dutch society. Learning the language is considered to be such an activity.

Thus, for the first time in the history of its existence, the language school for refugees has financial security for the future.

Notes:

1. Statutes of the VVR. Article 3.

2. Source: Annual Report of the VVR 1987.

3. Source: Netherlandic Language Union "Voorzetten 9"; Simon Verhallen: Lessen Nederlands voor Anderstalige Volwassenen: een inventarisatie van cursussen naar doel en opbrengst (*Lessons in Dutch for Adult Foreign Language Speakers: An Inventory of Courses According to Goal and Yield*).

4. Language Newspaper RSOT, November 1986.

5. Krashen, S.D., Second Language Acquisition and Second Language Learning, London, 1981.

6. Richards, J.C. & Rodgers, Approaches and Methods in Language Teaching. A description and analyses, Cambridge, 1986.

7. Aalsma, E. et al., De Leerlijn, Den Haag, 1985.

8. Jansen, M. & van Veen, C., Leermiddelen gezocht! (*Wanted: teaching materials!*), Utrecht, 1985.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name G. NIJHOF Phone number

Organization UNIV OF LEIDEN

Street Address

City or Town State or Province

Nation NETHERLAND

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

ASSERTIVITY COURSE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). J. PERSONAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

FOLK UNIVERSITY

6. Basic characteristics of service area

A. LOCAL geographic size (such as square miles or kilometers)

B. population (number of people living in area)

C. urban/rural (density of population)

TRANSLATION

A WORLD PERSPECTIVE

A. Setting

The course which I am describing is given through the Folk University at Zoetermeer. The Folk University is a volunteer organization which, by means of the organization of courses and lectures in various areas, attempts to make a contribution to the work of education and development with and for adults in the Zoetermeer community.

Zoetermeer is a modern, rapidly-growing community, in the heart of the Dutch megalopolis in the province of Holland, which was created by joining two small neighboring communities with a collective population of about 5000. It fulfills an important role in absorbing those seeking housing in the area of Den Haag.

The number of inhabitants has risen from about 11,000 at the beginning of expansion in 1966, to around 83,300 inhabitants in 1986. The final population should be about 115,000.

Of the 37 City Council members, 12 are Socialists, 9 are Christian Democrats, and 9 are Liberals. The other 7 belong to smaller parties.

The population structure of Zoetermeer makes it evident that it is a young community:

0-19 years old	31.2%
20-29 years old	16.3%
30-39 years old	22.1%

40-49 years old	12.0%
50-64 years old	10.7%
65+	7.7%

There are 20,351 jobs for a working population of 35,500. In Zoetermeer, 63.6% belong to a church. This can be Protestant, Catholic, Reformed, or another denomination. The other 36.4% does not belong to a church.

There are 42 elementary schools, 12 secondary schools, and 8 schools for special education at the elementary or secondary levels.

The founding of the Folk University lies far in the past. In 1784, the "Society for the Benefit of the Generality" was founded in the Netherlands. It originated in the ideas of the Enlightenment. This movement's goal was to improve the educational, moral, and social condition of the people. According to the founders, instruction, education, and raising of the standard of living were necessary for this. These were rich citizens. Over the years, a variety of emancipatory process were started. The classes acquired self-confidence. From this background, the Folk University idea arose.

In the first place, the goal of the Folk University was to allow a connection to the universities. Differently than in such countries as Belgium, Germany, and England, the universities here did not see this work as part of their mission.

The first Folk University was founded in 1913 in Amsterdam. The mission of the Folk University was the spread of scientific knowledge, regardless of prior training, religion, or political beliefs.

In the Twenties and Thirties, this work was expanded. In contrast with the initial years, the Folk University was mostly directed towards the middle class.

After the Second World War, the number of Folk Universities increased greatly. There was a strong need to acquire missing knowledge and development. The mission had been broadened in the meantime. Besides the spread of scientific knowledge, the mission was to encourage general development and education in the broadest sense. Emphasis was placed on language courses. In the Fifties, creativity courses were introduced. In the Sixties, the work took off. The government discovered the importance of adult education. During this period, permanent education was the guiding principle. Until about 1960, the course offerings were directed towards those with more education. In the Sixties, the Folk University began to direct itself more towards various groups of people. The course offerings were radically changed. Besides cultural activities, free time, hobby, and creativity courses occupied an increasingly large place in the curriculum. The language courses were also greatly expanded.

In the Seventies, a new development began. Everywhere the need was felt to add to elementary school knowledge. Around 1975 interest was directed towards reading courses, language courses for foreigners, and for the work of the open schools.

At the beginning of the Eighties, there was a turnaround.

The economic crisis put an end to the social state. Until that time, the government had not really paid any attention to the numerous social institutions through regulation. This was changed. The government choose primarily for the disadvantaged and vulnerable members of society. Activities for their benefit should, from then on, be called basic education. Basic education was thus separated from the rest of adult education. For the Folk Universities, this meant doing away with an important part of their work, with the result that a number of different Folk Universities had to merge.

At this time, the operation "Basic Education" is in large part behind us. The Folk Universities have to function with very much less in the way of financial means, but they are still developing and renewing themselves. The offerings of the Folk University are as follows:

- Basic Education
- General Development
- Foreign Languages
- Formative Work
- Social Skills
- Free Time Education
- Cultural Development
- Creative Development/Artistic Education

ASSERTIVITY Course: Standing Up for Yourself

B. Outcomes

1. Goals

The goal of this assertivity course is to gain insight into the area of "standing up for yourself," by means of information, discussion, and practice; i.e. to say "no" in a clear, but friendly manner, although the goal is certainly not to become aggressive.

2. Benefits

The assertivity course has been running since 1984. It is the normal case in all courses at the Folk University, that these are always run by competent volunteers. Last year, the course ran twice. The number of registrants is constantly increasing. It also happens that participants decide at the end of the course to go on for themselves, in a self-help group, for example. These are clear indications that the course has a reason for existence.

During a course, the course leader carefully observes reactions. These reactions are almost always very enthusiastic. This occurs often, because the participants get very positive and stimulating reactions from outsiders such as family, friends, acquaintances and colleagues.

C. Process

1. Planning

The Folk University has a broad range of course offerings. Each time the courses are run, the offerings are critically examined for possible necessary changes. Each course is checked for a sufficient number of participants, or whether they can be expected.

How this happens varies from course to course. There are often many factors which are decisive in whether a course is run or not.

In the "assertivity" course, it happened as follows:

The director of the Folk University knew a good teacher for an assertivity course.

An "assertivity" course was offered through the women's movement, and by far not all of the participants were satisfied with it.

Requests were made for an assertivity course within the framework of the instructional program for the less educated.

These were all reasons which played a role in the decision process. The final decision was made by the board of directors. The board consists of 11 volunteers: two delegated university lecturers, two lawyers, one sociologist, one Netherlandist, two financial experts, and one teacher.

In the office, there are two volunteers who take care of the facilities, organize registration, give telephone information, set dates (in consultation with the teacher in question), and have responsibility for mailings and marketing. They are also responsible for financial matters such as salaries, tuition, etc. The decisions concerning the price of the courses, the amount of salary for the teachers, and similar matters are first taken before the board.

Once a teacher is under contract, the content of the course is up to him. The teacher sets the exact goal, gathers literature and course materials, and decides whether or not the participants must buy books. If copies must be made, the teacher can have the administration take care of it.

2. Methods

The assertivity course consists of 10 lessons of 1½ hours each. The teacher teaches the basics. The material is built up slowly, following a fixed course plan.

The teacher uses exercises, such as role-playing, and allows a large amount of time for discussion. At the end of every course, he assigns homework in the form of an exercise which the participant must carry out in the coming week; starting a conversation three times, for example. In the following session, these assignments are discussed. The participants are also asked whether they were confronted with particular situations during the week, which they would like to discuss in class.

The teacher always makes the connection with other lessons. He uses material from therapy groups which he used to lead. He does this selectively, since assertiveness therapy is something entirely different than a normal assertivity course. Therapy goes much deeper than a course where merely the mechanism of assertivity is taught. The teacher also gives examples out of his own experience, for orientation.

Learning materials which are used are books, papers, photocopies, and the blackboard. At the end of the course, each participant receives a list of recommended literature.

3. Improvement

Each teacher at the Folk University completes an evaluation twice a year. In meetings concerning modifications, existence, or cancellation of courses, this material is examined. At the beginning of each assertivity course, the teacher asks everyone to write down their expectations of the course, and then to read it aloud. He collects this material and gives it back at the end of the course. This is the basis for evaluation.

4. Participation

Active participation in the assertivity course is a requirement for its success. For this reason, the teaching method is designed to encourage the students to participate.

Connections are made with the individual situations of the participants and they are asked for their own experiences. The use of discussions, role-playing, exercises, and homework must stimulate the students to participate.

Attraction of participants takes place via the following advertising activities:

- An Informational Saturday is held, where material for all the courses is presented.
- Distributing folders in new neighborhoods.
- Placing of advertisements in local papers.
- Distribution of course booklets via book stores, libraries, and sometimes through family doctors and physiotherapists.
- Distribution through the city offices of an information package about Zoetermeer to every new resident, in which there is also information about the Folk University.
- Referrals by the city of foreigner's organizations, for example, to the Folk University. This happened in connection with a course in "Surinamistics," for instance.

Advertising for the Folk University in general is done through the radio and the large daily newspapers.

D. Input

1. Participants

The assertivity course consists of 10 meetings of 1½ hours each. A course usually consists of about 17 people, of which a few always drop out during the course.

The participants are in large part working men or women in the age group from about 20 to mid-40's. There are more female

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than male participants, but the number of men is increasing.

The people who participate usually have very different backgrounds. This varies from participants with apprenticeship training up to those with university degrees. The more highly educated participants have in general somewhat more difficulty with the practical side of the course, while the lesser educated ones have difficulty with the theory.

2. Needs

Those who offer the course have specific ideas concerning what the participants want to learn. They form these opinions based on (teaching) experience, theoretical knowledge, etc. The teacher writes a course description for the program booklet, which describes how the course should go, in order to attract those whom he thinks have a need for the course. This description is given in shortened form below:

"For most people, standing up for themself is very difficult. They can never say no. Very difficult situations can arise out of this, where someone says yes and means no. If this happens often enough, at work and/or at home, at some point there will be an explosion. The straw which breaks the camel's back. The goal of this course is to change this situation."

That this description matches the experiences and desires of prospective participants is apparent from the large number of registrants.

Although the teaching program of the course is in large part fixed, the teacher attempts as much as possible to take into account the expectations which he receives at the beginning of the course.

3. Staff

The "assertivity" course falls within the responsibility of the board of directors of the Folk University. The organization of the training is, for the most part, taken care of by the volunteers who work in the office of the Folk University. These are usually the director and the secretary. Carrying out the course is the job of the teacher. He works on a free-lance basis for the Folk University. This teacher is a social worker with advanced training.

4. Content

Lesson 1

- The difference between an assertivity course and assertivity therapy.
- How to recognize assertive behavior.

Lesson 2

- The difference between subassertive, aggressive, and assertive behavior; with examples and exercises.
- The meaning of the word "I" and the word "will."

Lesson 3

- The meaning of the word "I" and the word "will," with examples and exercises.

- The reasons why people emphasize subassertive behavior.

Lesson 4

- The meaning of observation and interpretation, and the relationship between subassertive behavior and interpretation.
- Practice in observing situations where one is emotionally involved.
- Practice in eye contact.
- Practice in saying no.

Lesson 5

- Practical lesson in interpretation and observation.
- Practice in maintaining a repetition of your point of view.

Lesson 6

- The difference between rational and irrational thoughts, plus examples in a handout.
- The difference between realistic and unrealistic thoughts, with examples.
- A way to differentiate rational and irrational thoughts.
- Theoretical treatment of Rational Emotive Therapy

Lesson 7

- Practical lesson in rational and irrational thoughts.
- Logical mistakes in general.
- Exaggeration.
- Filling in of other people's thoughts.

Lesson 8

- Insignificant and significant gifts in both the material and immaterial area, with examples and exercises.

Lesson 9

- How to handle conflicts:
    - A. Emotions
    - B. Barriers to Communication
    - C. Solving of Conflicts. In conflict resolution, it is important to acquire some insight into the following characteristics:
        - a. defense mechanisms
        - b. neurotic personalities
        - c. stress
    - D. Rules for Communication

Lesson 10

- How to give and receive criticism.
- Exercise in standing up for oneself.
- Evaluation.

5. Finances

The Folk University receives a subsidy from the city. There are also 201 contributors. A contributor donates at least Hfl. 10.00 per calendar year.

The cost of each course is figured. 10% overhead is added, thus 12 participants instead of 10. Courses which are going well are somewhat overfilled, and the resulting funds are then used to compensate for less lucrative courses. The price of this course was Hfl. 80.00 for 10 lessons of 1½ hours. Senior citizens and Social Security recipients receive a discount of 25%. Contributors also receive a discount; Hfl. 5.00 off the price of one course per year.

Teachers work on a free-lance basis and earn Hfl. 32.50 per hour, gross.

6. Facilities

At the moment, it is still unclear which facilities the Folk University will be able to make use of. Negotiations are in progress for the coming season between the city, school boards of various school districts, and the Folk University. The Folk University hopes to be able to use facilities belonging to a school district for giving courses. It would also be desireable to be able to use the computers and other teaching materials located there, such as flip-charts, videos, etc.

In the search for teaching materials, the teacher uses newspapers and periodicals. He also uses the Public Library. The Public Library takes into account that certain books will be used at the Folk University. Bookstores in Zoetermeer very often order the books required by the various courses.

E. Evolution

As I said under "Planning," a number of unrelated, somewhat incidental reasons were the basis for the creation of the assertivity course. There was room for a new course. There was a teacher. There were, most likely, participants. The course could be organized.

I do want to include that the idea of an assertivity course is a typical idea of recent years. In the last several years, more and more of these courses have appeared. The content of the course has hardly changed, even though it is obvious that, since each course has different participants, each course is different.

F. Influences

In Zoetermeer, assertivity is also taken care of by the Social Work Department, the Regional Institution for Outpatient Mental Care (RIAGG), and psychotherapists, by means of training courses. Because these training courses have a therapeutic character, while the Folk University courses have a more school-like character, there is little discussion of work together.

The Feminist Movement also organizes an assertivity course. This course is based on the ideas of emancipation for women, in contrast to the course at the Folk University, which attributes subassertive behavior in both men and women to the same causes. For this reason, none of these institutions has formal contact with the others. Since informal contacts among the various institutions do indeed take place, it is not possible to totally eliminate the possibility of influence.

The Folk University is affiliated with a Regional Advisory Committee of Folk Universities. This committee meets once every two or three months. The Folk University is also affiliated with a Provincial Advisory Committee of Folk Universities. This committee meets once a month. At these meetings, information concerning the courses (among other things) is exchanged. This can have an influence on the course. One negative influence is economizing. This has an influence on the total course offerings of the Folk University. The subsidy which the Folk University receives is set each year. This subsidy is then spread out equally over all of the courses. This has a direct influence on the price of the course for the participants. The price for the assertivity course has gone up a few guilders in the last years. It seems to be a small amount, but it means raising the lower limit on class size.

One last influence which I will name is the following: Zoetermeer is an expensive city, and thus attracts many people with a relatively high level of education. The participants in most of the courses, also the assertivity course, have a high level of education compared with the participants at other Folk Universities. This means that the content of the courses is at a relatively high level.

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1. Person who prepared this case description

Name J. van STRAALEN-VANWAARD Phone number ____________

Organization UNIV. OF LEIDEN ____________

Street Address ____________

City or Town ____________ State or Province ____________

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PRE-RETIREMENT EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). J. PERSONAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

FOLK HIGH SCHOOL

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

TRANSLATION

Course "Retirement in Sight" -
Oud-Poelgeest Education Center at Oegstgeest

A. SETTING

The course "Retirement in Sight" is designed for employed persons who will leave the work force within the foreseeable future due to retirement or an early retirement agreement, and for their partners. The course is organized throughout the Netherlands by members of the Union of Community Colleges and Education Centers (Vereniging van Volkshogescholen en Vormings-centra); this Union has its seat in Driebergen and has forty members: people's colleges, education centers, and other institutions for instruction and training, which cover all portions of the Netherlands. For this reason, participation in the courses is possible everywhere in the country.

The institutions which belong to the Union offer a wide variety of courses, which are presented in a brochure in which all institutions are included. There are courses which are designed for specific target groups, such as the aged, the young, women, singles, or homosexuals. Others are designed around a specific theme, for instance, Nature, Mysticism, art, or work, or they cover problems such as living with a handicap. Furthermore, courses are offered in such areas as meditations, creativity, emancipation, relationships, and general personal development.

Individuals can participate in all of these courses. At the same time, courses are organized which are designed for groups of

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people coming from many areas of society: health questions, education, social and emancipatory movements, churches and volunteer organizations, workplace issues, and dealing with authorities. Special arrangements or programs are sometimes available for a fee.

The "Retirement in Sight" course is offered in all of the provinces within the framework of the project "Retirement in Sight," which was begun about twenty years ago, in 1967. The impetus for this initiative was the fact that recently retired persons from de Hoogovens, one of the largest Dutch companies, informed their company doctor that they were insufficiently prepared to start their retirement. The first "Retirement in Sight" course resulted from contacts made by this company doctor with a local education center.

In the last twenty years, the project "Retirement in Sight" has developed from a central organization to a regional one, this in order to have the locations of the courses in the neighborhood of the participants. The project has a national office at Driebergen; it coordinates the progress and production of the courses, provides general information about the "Retirement in Sight" projects and makes or keeps contact with companies and institutions. In each province there is a provincial course office, where one can receive, besides general information, specific locations and dates of courses in a specific province.

The courses are subsidized by the Ministry of Public Health, Well-Being, and Culture. Coordination in various provinces with other sources of subsidy and various companies results in the possibility that one province may offer the possibility to participate in the course on more days than another. Thus there can be regional differences with respect to planning and/or carrying out of the courses "Retirement in Sight." The centers which offer the courses do meet with each other to discuss the content of the courses, the presentation of the courses at companies, and regarding the cost of the courses.

Employers' and employees' organizations have, within the framework of work environment planning committees, arranged that employees who wish to take part are given extra vacation for this, with pay.

In the province of South Holland, the "Retirement in Sight" course was organized by not only the Oud-Poelgeest Education Center at Oegstgeest, but also by the Olaertsduyn Community College at Rockanje. There are also companies who arrange for a course themselves or in cooperation with the education center.

The province of South Holland has an area of 3,359 square kilometers, which is about 8% of the total area of the Netherlands. The province has 3,186,249 inhabitants, of which 14.7% are in the age group 50-64. In 1985, the dependent job force (i.e. the job force minus the self-employed) consisted of 1,236,300 persons; the age group 50-64 makes up about 15% of this. About 10% of the employees who are included in this group take part in a course "Retirement in Sight."

The Oud-Poelgeest Education Center offers about forty sections of "Retirement in Sight" per year, and the Olaertsduyn Community College about fifteen.

B. OUTCOMES

1. Goals

As said above, the "Retirement in Sight" course is designed for employed persons who will leave the work force due to retirement or an early retirement arrangement, and for their partners. The goals of the course are to:

- assist in evaluating and bringing to a close a life with paid professional work,
- aid in further reflection about the future,
- offer orientation towards new possibilities for participation in society and for worthwhile free-time activities,
- offer a workable attitude towards consideration of prejudices about unpaid work and about aging.

Companies encourage their employees to participate in the courses, because they feel themselves to be responsible, within the framework of good social government, for rounding out the career. From the fact that the right to participate has been laid down in collective bargaining agreements and legal position regulations, it is apparent that they recognize the social importance of the courses.

2. Benefits

From the evaluations, it appears that the participants are generally satisfied with the course. They judge the information presented as useful and valuable, but for many, the possibility of learning from each other is an especially a positive experience. They have the feeling of having acquired more insight through the mutual contacts, the conversations with each other.

C. PROCESS

1. Planning

The program for the "Retirement in Sight" course is designed by the course leader. The coordinating centers have agreements concerning the themes which will be included in the course; the manner in which the themes are handled, however, varies considerably. It depends strongly upon the situation and the desires of the participants, who are drawn into helping flesh out the program.

The dates of the courses are fixed in advance by the centers, for the courses which are open to the public. The courses which are offered for a particular company, for instance within the context of a soon-to-happen reorganization, are naturally planned in consultation with the company in question.

2. Methods

In the course, the so-called lessons from experience occupy an important place. The course leader usually functions as an initiator, whereby he uses methods such as group discussions and

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conversations and role playing. It also sometimes happens that a facilitator is invited who has special knowledge in a particular subject.

In course sections where more emphasis is placed on the transference of knowledge, the information is usually presented using the frontal teaching method. For this, the course leader can use a flip-chart; he also has audio-visual teaching aids at his disposal.

3. Improvement

At the end of each course, an evaluation is conducted among the participants. Using this information, the course administrators consider whether some subjects might be handled in less time, for example, or whether there is a need at just that point for a more extensive treatment. Such modifications, however, could be exactly the point where a following group finds a problem, so changes are not made immediately; rather, the evaluations are examined to find broader tendencies.

In the recent past, a tendency has become noticeable towards a preference for a course somewhat shorter in total; this could possibly lead, over the course of time, to a more compact program.

4. Participation

The national office of the project "Retirement in Sight" makes first contact with the internal workings of companies.

After initiation of these contacts, provisions are made in the collective bargaining agreements which stipulate that employees may receive paid vacation for participation in a "Retirement in Sight" course.

The companies which wish to give their employees the opportunity to participate in the course, can, one or more times a year, hold an orientation meeting. Usually those employees - and their partners, if they exist - who will be retiring or retiring early are invited to such a meeting. The program usually consists of two parts:

- information concerning the company pension, facilities, and arrangements currently in force,
- information concerning the course "Retirement in Sight."

There are special information booklets available for interested employees. Usually, a company will hand out the booklets at such a meeting, including an information sheet with the local course dates, and a registration card.

Several times a year, the education center organizes meetings for the company officials who have the task of providing information concerning the course "Retirement in Sight." At these meetings, the course administrators explain the structure and the goals of the course project, and explain to the participants how they can fulfill their task of providing information. Familiarity with the program is thus heightened, while at the same time the transmission of information to possible course participants is guaranteed. For company officials who are employed in such departments as personnel, education and training, or company social work, as well as members of the employees council, there exist individual folders, in which all information concerning course planning, price, etc. is brought together. Before giving an orientation to their employees, it is possible for companies to call on trained speakers from the project "Retirement in Sight."

D. INPUTS

1. Participants

An average of eighteen persons take part in each course, coming from various companies. They will be retiring soon, or ending their work due to some kind of agreement. The age of the participants usually ranges between 55 and 60.

Most participants come together with their partner; there are, however, also people who come alone. Incidentally, once a year a special section for single people is organized.

The job level of the participants varies widely; there are employees from the shop floor, but also middle and higher ranks. There are also separate courses for higher officials, but not in the province of South Holland.

The course lasts a (work)week or seven days, according to prior arrangement. The course participants stay overnight at the education center and also take their meals there. In this fashion, the evenings can also be used; the meetings take place in the morning, the afternoon, and the evening. It is difficult to say precisely how many hours the course takes, since there is much discussion which takes place between the official meetings; a rough estimate would be around 40 hours for a five-day course.

2. Needs

The "Retirement in Sight" course attempts to meet the needs of employees, in order to prepare them for departure from the work situation and for the changes which this departure brings with it. A need exists for all sorts of practical information concerning such things as changes in the financial situation, health, course offerings, and volunteer work. In addition, the participants would like to exchange ideas about the expectations which they have about the future, and about the social position of the elderly.

In earlier times, the retirement age was 65; this limit has now been moved to 57, sometimes even 55, so that the period which one has for oneself has constantly been getting longer. A retired person is considered to be one of the elderly, but often does not consider him- or herself old at all: even though one does not perform some kind of paid work, they wish to have an existence which makes some kind of sense.

3. Staff

The education center employs 20 people: staff, administrators, and housekeeping personnel. From the staff, two are full-time workers, and two are part-time, as course leaders for the

Project "Retirement in Sight," altogether 140 hours per week. There is also an administrator at 20 hours per week.

Besides these employees, who are employed by the Foundation "Oud-Poelgeest," there is a free-lance course leader, and also specialists, paid by the day, who are invited according to the wishes of the course participants.

4. Content

The program of the "Retirement in Sight" course is set in consultation with the participants. However, the broad outlines are as follows:

The first day is a "get-acquainted" day. On this day the participants get to know each other and the course leaders, and the program for the other days is worked out. The other days have as their themes the agreed-upon topics, which usually get introduced by the course leader. Sometimes a lecturer is invited in the context of his or her specific knowledge in connection with a specific topic.

Films, slides, videos, and tapes are sometimes used in the sessions, after which discussions usually take place either in small groups or in the large circle.

During the course, all sorts of topics and questions which are concerns of the participants get discussed. This also reinforces the contacts among the participants. In every case the course covers three topics:

Work

The meaning of work at home and outside.

The influence of this work on a person.

The possible changes in person as a result of leaving the work force.

Life History

The connection between one's own life history and important developments in society. Thoughts about this topic help enable participants to find a starting point for experiencing the future in their own way.

Emancipation

The position and needs of those who no longer work and who are considered to be elderly.

The prejudices which exist concerning getting older and no longer working.

In addition, information is given in the topics of health, time management, and financial organization.

On the last day, there is an evaluation of how the participants experienced the meetings.

5. Finances

The organization and carrying out of one course of "Retirement in Sight," with a group of 18 persons, costs Hfl. 12,000.00 for a one-week course. This sum includes the salary of the staff, administrative costs, and room and board for the participants. The education center receives Hfl. 17,000.00 per course; four sevenths of this sum is a subsidy from the Ministry of Public Health, Well-Being, and Culture, and three sevenths is course fees received from the companies whose employees are participating. The "extra" Hfl. 5,000.00 are earmarked for development costs.

A one-week course costs Hfl. 445.00 per person, a seven-day course Hfl. 535.00 per person, including lodging in the education center, meals, and beverages. The course leaders who are in the employ of the Foundation "Oud-Poelgeest" are classified in Salary Scale 3 by the Ministry of Public Health, Well-Being, and Culture; depending on their age and experience, they are classified at various points within this scale. The lecturers who are invited for special topics receive an honorarium of Hfl. 150.00 per portion of a day.

Percentage of the Salary:

	Elementary School	Secondary School	College Teacher
Program Staff	(Hfl. 40,000)	(Hfl. 80,000)	(Hfl. 120,000)
Course Leader	67	133	200
Admin. Staff	133	266	400

6. Facilities

The "Retirement in Sight" course is offered in the Oud-Poelgeest Education Center at Oegstgeest, and the facilities offered by this center are used. The education center itself is situated on a country estate which belongs to a seventeenth-century castle known as "Oud-Poelgeest." This estate is a popular hiking area.

The participants are lodged in one or two person rooms, and also take their meals at the education center. It is possible to accommodate special diets.

The course classroom has such facilities as flip-charts, audio, and video equipment.

7. Other

Besides the information from the evaluations received at the end of a course, feedback also comes from the companies who employ the participants. The contacts which exist between the course leaders and the company officials often result in information which is useful in gaining insight into the effectiveness of the course.

E. EVOLUTION

Since the start of the courses "Retirement in Sight," retirement itself has changed in a number of ways, so that it is important, now more than ever, to orient oneself concerning this topic in advance.

- people are retiring earlier: the period after retirement is getting longer and longer.
- the last several years have often been made more difficult through job insecurity, pressure to make room for younger

workers, insignificant possibilities for reeducation or job change, reorganizations, etc.

- in the Sixties, retirement was a moment looked forward to for a long time. People were usually ready to rest and gave much thought to their private lives.
- at present, however, departure from the paid work force is experienced more as a dilemma: people stop working with mixed feelings and are unsure about the attitudes of society.

These developments were reflected in the instructional curriculum. The following changes were gradually adopted:

- Earlier, matters concerning the individual received relatively large amounts of attention: staying healthy, use of time, changed relationships at home. Now, the social causes and results of ending work are included, as well as reinforcement of an identity as a group 55-60 years old.
- People are better informed than before concerning free-time activities and so forth. Therefore, more time in the course was devoted to questions such as: how does one choose among all the possibilities, taking into account your own qualities and future plans?
- The course offers more than ever a possibility for making a number of decisions in areas which are related to work, for instance the decision to not accept early retirement.

F. INFLUENCES

In earlier courses, most participants were married couples, and in most cases the man was the working partner. At present, there is more variety in the composition of the groups: female employees accompanied by their spouse, married couples who both work, or single persons are no longer the exception.

A different development is the fact that the participants, on the whole, have enjoyed a higher level of education that was the case earlier. While the earlier participants came from the lower levels, there is now a tendency for the middle and higher levels to participate.

In the Amsterdam megalopolis there is a rise perceptible in the percentage of employees who take part in a course "Retirement in Sight;" even though the percentage of older people in the country is falling at this time. It is not clear what the reason for this is.

G. OTHER

The Netherlands is fighting with an increasing "greying" of the population. It is expected that until the year 2000, the number of persons over age 65 in the Netherlands will increase from 1.7 to 2.1 million; an increase of 25%.

It appears that care of the elderly according to today's standards will become impossible to pay for. An example can be taken on the so-called "seven percent norm:" for each hundred people 65 and older, there must be at least seven places in a retirement home. Because it is impossible for this norm to be followed in the future, the authorities are working on all fronts to make the care of the elderly cheaper.

One of the possibilities for this is encouraging independence in the elderly. This can happen through measures such as specially constructed apartments for the elderly, but also through emancipatory work especially for the elderly. The elderly of the future should not (have to) be as dependent as the previous generation of elderly.

This is the area in which the "Retirement in Sight" courses belong. Although the courses are designed in the first place to meet the needs of individual employees, they are also of great importance for society. The participants are given guidance towards the diverse possibilities which society offers for the elderly, they receive information concerning good nutrition and other essentials for good health, and they note the stimulus which results from new contacts. The course helps the participants to become more responsible and less dependent, and shows them the way towards an active existence, where their own qualities can be utilized to the fullest.

This positive effect, however, takes nothing away from the necessity of offering the elderly who need help the necessary care; the authorities should continue to guarantee this in the future.

Sources

South-Holland in Numbers 1987, published by the province of South-Holland.

Brochure "Open Course Offerings," Union of Community Colleges and Education Centers.

Brochure "Retirement in Sight," Project "Retirement in Sight."

Bureau of Information, Province of South-Holland.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name R. de RUITER Phone number ________

Organization UNIV OF LEIDEN ________

Street Address ________

City or Town ________ State or Province ________

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

RE-ENTRY COURSE FOR WOMEN IN CONSTRUCTION TRADES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

VOLUNTARY AGENCY

6. Basic characteristics of service area

A. REGIONAL geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

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Women building Utrecht

TRANSLATION

Setting

A women's construction project was started in the city of Utrecht. A project solely for female construction workers, because many technically educated women are unemployed.

During the last several years there has been an increasing number of women who have been (re)educated in technical trades in the evening Lower Technical School (Lagere Technische School) or the Center for Trade Education for Adults (Centrum Vakopleiding voor Volwassenen).

These women are newcomers to the job market. They have usually learned the construction trade somewhat later in life, as a second trade. It is necessary for these women to have paid work in construction in order to gain experience and to be able to follow their chosen trade. They have little chance of finding work, since the construction world is a world of men, in which women are underrepresented.

In order to offer women the possibility of working and rounding out their education, a women's construction project was started in the city of Utrecht.

The idea originated in an initiative committee from the "Network--Women Building and Living" and was developed through the "Support Group--Women in Technical Trades" of Utrecht.

Nationally, five percent of those employed in construction are technically educated women. As of December 1985, there are

2,400 women registered as seeking work, this number amounts to 2,600 as of December 1987.

In the city of Utrecht the number of unemployed technical women amounts to 37 in December 1987. These are registered at the Regional Employment Office (Gewestelijk Arbeidsbureau-GAB). One prerequisite for participation in the project is that the women reside within the district boundaries of the GAB. The district boundaries of the GAB include Utrecht and eight surrounding communities, which lie within a radius of about ten kilometers from the city of Utrecht.

A foundation was established for the supervision of the goal-setting process, the administration of the finances, and the initiation of follow-up projects: the Foundation for Women.

Utrecht lies in the province of Utrecht. It is the smallest province and it lies in the heart of the Netherlands. The surface area of the province is about 1,395 square kilometers and there are about 900,000 inhabitants, of which about 229,954 live in the city of Utrecht, 119,559 women and 110,386 men.

The city of Utrecht was founded by the Romans, who built a fortress here. Later Utrecht became the seat of a bishopric and a center of religious and secular power.

Important buildings are: the Bishop's Church, the Gothic Cathedral in French style with a high portal (112 meters), St. Peter's Church, these were constructed in the eleventh century. There are also various other churches and old buildings.

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There is an annual trade fair, in whose building various exhibitions are held. Also typical for Utrecht are the low-lying quays along the Oude Gracht canal, onto which the cellars from the canal houses open.

There are various educational opportunities. Adults can learn a trade at, among others, the Intermediate Business & Economics School (MEAO), the Higher Professional School (HBO), evening Higher Technical School (HTS), the School for Journalists, the Academy for Expression, and there is a university.

B. Outcomes

1. Goals

The following goals were formulated for the project:

--To create work opportunities, work experience, and supplemental schooling for adult female construction workers, and through this, to increase their chances in the job market.

--To make visible women's expertise in as many construction trades as possible, by means of publicity. For the employment office and employers it is not at all self-evident that women practice a construction trade. In the public opinion, traditional ideas concerning career choices still predominate. It is difficult for women who choose a technical trade to stick to their decision.

--To create living and working space for women.

In order to carry out the project, the project committee Women Build Living Quarters approached various offices requesting support and financial help:

--The Ministry of Housing for regular subsidies of overhead.

--The Ministry of Education for subsidies and support for the theoretical component.

--The Foundation for Vocational Training in the Construction Trades, because of the inclusion of an apprenticeship, for which their recognition is necessary.

--The Province of Utrecht and the Regional Employment Office.

A feasibility study was performed for the project and the positive answer came in March 1986. In August 1986 the city of Utrecht gave its approval for the project to begin.

2. Benefits

The actual result in practice is: that the participating women learned a lot at the apprentices' construction site. Within a year, a dilapidated premises was converted into a living space for a group of women. At the same time, a parallel project was carried out, namely the remodeling of a day care center. This project gave the women from the conversion project an opportunity to round out their training.

After completing the project, some women decided not to continue in the construction trade. The work in construction is physically strenuous, and this results in much absenteeism due to illness.

The women found the theoretical side unsystematic, and not meeting their needs. There is more of a need for other apprentices' construction sites. This motivates and stimulates more than mere theoretical lessons. In the future there will be more thought given to the theoretical component of training in construction for women.

C. Process

1. Planning

The plan is to carry out a remodeling project for a communal living group of women, to which a work experience project is connected in the form of an apprentices' construction site. The following needed to be found for the project:

--a communal living group of women

--a site to be remodeled

--female apprentice carpenters and construction workers, who would carry out the project through an apprenticeship/work contract

--someone to commission the work: the city or the Living Space Construction Corporation

--recognition for an apprentices' construction site and coordination with the Foundation for Vocational Training in the Construction Trades

--a theoretical component: training in a district school

--a practical component: training by a coordinator who teaches the trade to the women on-site

--During the formulation of goals, a communal living group was requested for the project

--Together with the residence committee, the initiative committee searched for a site. For this, first contact was made with the real estate office of the city of Utrecht, which distributes empty living quarters. After this, contact was made with the city council and the appropriate councilmen for housing and emancipation affairs. The result of the conversations was the offer of a number of appropriate sites, of which one was selected.

--Following this, an educational meeting was organized at an apprentices' construction site of another construction company, Bredero. For this, female carpenters, persons from the community, a real estate company, and the Foundation for Vocational Training in the Construction Trades were invited. At this meeting, the components of an apprentices' construction site were discussed.

--The commissioner of this project was the Foundation Wonen 2000, a residential construction corporation, which has extensive experience with remodeling. A collaborative agreement was signed between the Foundation Wonen 2000 and the Foundation for Women.

--The project was recognized as an apprentices' construction site by the Foundation for Vocational Training in the Construction Trades.

--By way of an address list from the Foundation Women Building and Living, a contractor was found who had her own company. A master is employed at this construction company, who can take care of the practical component.

--For the theoretical component, contact was made with the regional trade school De Gildevaart at Nieuwengein. The committee for education of the Foundation for Women, together with the adjunct director, developed a curriculum.

The Foundation for Women is the general contractor for the construction and the apprentices' construction site. It receives and administers salary subsidies and funds for experimental projects. At the same time it finds architects, subcontractors, tradeswomen, and women to live at the site.

2. Methods

The construction tradeswomen receive instruction in the theoretical component at the regional trade school De Gildenvaart at Nieuwengein, one day a week. The women are required to have previous education at the level of the Lower Technical School - Class B, and they must be older than 23 years old.

The project committee for education of the Foundation for Women and the Inspector for Concurrent Vocational Education went to the regional trade school in order to establish an agreement for the initiation of a program of study. The starting point for this is that the women learn differently than the young men of 16 or 17 who normally attend the school, thus there is a need for a different kind of instruction. A curriculum for one year was developed. In the program it was assumed that there would be educational opportunities both within the school and without. There are individual differences among the women, so that the individual learning styles, motivations, and prior knowledge of the women must be taken into account at the same time. Emancipatory principles should be included in the project, that is to say, that the women are given the opportunity to make up deficiencies. And it is necessary that the instruction provided to the women puts them in a position to obtain the necessary qualifications. There must be time within the lessons for the women to talk and to ask questions about returning to school and reentering the job market. Two tradeswomen took the qualifying course.

At the construction site, the tradeswomen are under the supervision of the teaching master. He is employed by the construction company and is responsible for the daily organization of the work, as well as for giving the tests of practical knowledge. There is a weekly apprentices' meeting. The tests of practical knowledge are discussed and planned, and the functioning of the construction site is explained.

The consultant from the Foundation for Vocational Training in the Construction Trades is responsible for the training. He must keep the connection between theory and practice in mind, and follow up on the progress of the apprentices and the course of events at the construction site.

3. Improvement

The theoretical education is individually, participatively, and emancipatorily organized. At the end of the project, it seems that the women have a further need for the classical type of instruction, as well as practical examples of other construction sites. In the future, the goal will be a better coordination and integration of practical experience, instruction, and training. In this, the women's practical experience will be taken into account. There is a need for the teachers to receive more information concerning the prior knowledge of the tradeswomen. Facilities are necessary at the regional trade schools for emancipatory projects, with extra support necessary in the choice of methods and starting points for instructing adult women. An organization such as the Central Organization for Concurrent Vocational Education (Centraal Orgaan Beroepsbegeleidend Onderwijs-COBO) supports the regional trade schools.

4. Participation

Encouragement for participation in the project came from the Regional Employment Office, where unemployed female construction workers are registered. The initiative committee presented their plan for a women's construction project at another apprentices' construction site. At this presentation, the project idea was set forth.

The consultant from the Foundation for Vocational Training in the Construction Trades explained what is involved in an apprentices' construction site. At the same time, the participating women were interviewed concerning their employment background and required training. This was with the goal of forming a more concrete concept of the target group for this project: technical women in construction. With this situation in mind, the theoretical portion was coordinated with the practical.

On December 10, 1986, construction actually started. The NOS-Journal took notice of the laying of the cornerstone.

D. Inputs

1. Participants

The number of participants at the apprentices' construction site was ten. Those women were selected who could benefit from an apprentices' construction site, in order to gain work experience and to complete their training. Along with the tradeswomen, an apprentice detail worker wished to work at the site. She is being trained in construction and has her own handyman's service. Because she does not fit the requirements of the apprentices' construction site, it was decided that she should be hired by the contractor as an apprentice detail worker on an hourly basis. The training level of the tradeswomen must be at least Lower Technical School-Class B, the pre-training CVV or evening LTS. The pre-training of the tradeswomen varies from lower general high school (ULO) up to and including professional-technical high school (HBS-B) and Gymnasium (academic high school). Ages range from 25 to 37. The women attend the Regional Trade School one day a week. The number of students is 9.

2. Needs

It is possible to work part-time with an appropriate wage. This results in some of the women working three days a week at the construction site. This is an important condition, especially so that women with children can participate. The funds for child care come from the Inter-Church Fund for Employment Opportunity (Interkerkelijk Werkgelegenheidsfonds).

During the project, it became apparent through various discussions and meetings with the tradeswomen, the coordinator, and others, that these construction tradeswomen had a greater need for:

--classical forms of instruction

--a change to a less school-like atmosphere at the regional trade school, with less checking

--a curriculum and teaching methods which more specifically meet the needs of women

--better coordination by the teacher at the regional trade school

3. Staff

In the service of the Foundation for Women: one coordinator, who works 32 hours per week. The board of the Foundation for Women consists of five volunteers, from which three committees are formed:

--a committee for education and employment opportunity. Support comes from the Provincial Support Group for Women's Emancipation. This group keeps track of the course of the women's instruction, and explores the possibilities of developing instructional programs in the future, working with the COBO (Central Organization for Concurrent Vocational Education).

--Publicity Committee.

--Continuing Education Committee. This committee explores the possibilities of continuing or follow-up projects, so that the women can round out their training with a practical component.

The teaching master who trains the women in the practical component is an employee of the contractor. The instructor who teaches theory is an employee of the regional trade school.

4. Content

The project consists of one day of theory and three to four working days at the apprentices' construction site. The theoretical portion of the project consists of six lessons in professional training, with the topics: art of construction; orientation in the field; technical drawing; interpretation of specifications & technical drawings; tools and safety; advanced techniques of construction; mathematics; and physics; further, two hours of varying programs: technical orientation in the construction profession and safety, intended as reinforcement; and one

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hour of social work assistance, in which the work situation of the students was discussed. The following themes were included: the position of the female carpenter in the job market; the professional perspective of a female carpenter; and safety at the construction site.

5. Finances

The course at the regional trade school costs Hfl. 415.00 per year (plus books and supplies).

The total sum subsidized amounts to Hfl. 992,457.00 for the construction. This can be divided among the following:

From the Ministry of Housing:	Hfl. 685,750.00
Via the Foundation for Women, received from the Province	218,000.00
From the Employment Office for salary for the master	65,307.00
From the Foundation for Vocational Training in the Construction Trades	23,400.00

The Foundation for Women is paying Hfl. 126,000.00 for salaries, office supplies, publications, etc. as a subsidy for this experimental project.

Percentage of pay for related occupations:

Program Staff	Teachers	Masters	Professors
Administrator	95	190	287
Instructor	66	126	193

6. Facilities

The tradeswomen work 3-4 days per week at the apprentices' construction site. At the same time, they are taking nine hours of instruction per week at a daytime school in Nieuwengein, where they use the classrooms and teaching materials such as books, supplies, and tools.

7. Other

The learning process was influenced by the lack of a specific teaching method, which was designed for teaching women construction workers. The instruction was not coordinated with the practical situation, so that a gap existed. The practical experience of the women was not taken into account.

The women were offered a large amount of theory, more than was found to be relevant for the practical situation in which the women found themselves, i.e. working at an apprentices' construction site. Furthermore, the hierarchy in the construction world was not taken over or accepted by the tradeswomen, so that conflicts arose, which influenced the progress of the project.

The results concerning work in construction are summarized: The women were not well-informed concerning the hard work in construction. The physical stress leads to much absenteeism for sickness among the tradeswomen. At the same time, the combination of working, running a household, and going to school is too heavy a psychological load. For this reason, some women choose, at the end of the project, no longer to pursue a job in construction.

E. Evolution

The project was developed to meet a need create a niche for technically educated women in the construction trades. In order to be able to work in construction, certain qualifications are necessary. Women can acquire these qualifications through the Center for Trade Education for Adults, but in order to continue their training, it is necessary for them to acquire practical experience.

Employers do not employ women in construction. The women are caught in a vicious circle. In order to work, they must be trained, and in order to complete their training, they must work.

For this reason, a women's construction project was chosen. For the theoretical component, the regional trade school at Nieuwengein was included. The target group is women, who began their technical trade when somewhat older (second-chance instruction). Participatory instruction was a prerequisite, so that the women's learning experiences, both within schools and without, could transform the fixed instructional situation in the school. At the same time, individualized instruction was a goal. The instructors who took part in the program were supposed to keep the fact in mind that the target group consisted of women who are taking instruction for a new profession for the second time. The following points should be kept in mind when instructing women:

--the specific position of women in this society.

--that they are returning to school.

--that they are entering the work force.

--that they are working within a man's world.

--the combination of household, work, and school.

F. Influences

In past years it has become apparent that many women who are technically trained hardly have a chance for a job. Many employers will not hire women, since it is thought that women do not belong in construction. This stereotyped role-model concept results in many women with construction training being unable to acquire experience. This project has demonstrated that women are very capable of proving themselves in construction.

Positive influences were:

--the allotted subsidies

--that, within the project, as many women as possible were employed, so that the knowledge and training of women can be made apparent

--the media, which took notice of the project

Negative influences were:

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- --that the freedom within the job for the tradeswomen was only relative during the entire construction process. This comes as a result of the fact that, in the socialized living space construction process, a large part of any project is fixed due to rules and budget constraints. At the same time, a portion of this site fell under the Protection of Monuments law, so that even more rules were imposed.
- --that there are specific rules for an apprentices' construction site, that prescribed constructions be carried out and specific materials be used. This restricts the work program.
- --it is difficult for the women to accept or fit into the hierarchy in the construction trade.
- --the theoretical component did not meet the specific needs of the women, since special teaching methods for tradeswomen were not included.
- --no real orientation concerning work in construction is given before the actual practical work begins, so that some women reconsider their choice of trade.

G. Other

Technical women often are caught in a vicious circle. A large group had themselves retrained at the Center for Trade Education for Adults, but there is only a minimal chance for them to work in construction. The construction trade must be changed to accommodate women in construction. Instruction must be better adjusted to the needs of the women. Within the theoretical component, a method must be developed to better connect with the knowledge which women already have.

The working conditions in construction are bad. More thought must be given to this, especially to the aspect of safety. There are safety laws, but there is little control over the neglect of them.

In order to raise the status of women in construction, more consciousness-raising measures and better assistance must come from the government. There is a shortage of trained people in construction. This comes from the aging of the population, there are fewer young people than there were 20 years ago, and only a few choose a construction trade. The shortage of trained people can be made up with women.

After the project from Women Build Housing, a follow-up project was initiated. This follow-up project consists of the remodeling of a day care center.

Concurrently, negotiations are in progress with the city of Amsterdam concerning a women's construction project analogous to that of Utrecht.

Data acquired from:
The Foundation for Women, coordinator Adrienne Nijenhuis, Utrecht
The City Council of Utrecht
Regional Employment Office (Gewestelijk Arbeidsbureau), Utrecht
Tourist Information Office (VVV), Utrecht
Federation of Dutch Trade Unions (FNV), Gouda

Appendix: key words

Leerlingbouwplaats: Apprentices' construction site. A construction site at which a structure is built or remodeled by apprentices under the guidance of a teaching master. The training aspects are supervised by the Foundation for Vocational Training in the Construction Trades.

Stichting Vakopleiding Bouwbedrijf (SVB): Foundation for Vocational Training in the Construction Trades. The law assigns the training within the apprenticeship system in the construction trade to an appropriate authority, namely the SVB as the state organization for the apprenticeship system.

SVB consultant: The SVB employs one consultant per region, who is charged with checking on the fulfillment of the apprenticeship agreement. This person also has a coordinating and advisory function within the training.

G.A.B.: The Regional Employment Office (Gewestelijk Arbeidbureau)

COBO: Central Organization for Concurrent Vocational Education. A state organization for support of trade education.

Streekschool: Regional Trade School. A school organized for vocational training, which falls within the law for the apprenticeship system.

Leerlingwezen: Apprenticeship system. The vocational training, which falls within the apprenticeship system. The training is divided into primary and advanced training, both of which last about two years.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name E. STARK Phone number ______

Organization UNIVERSITY OF LEIDEN

Street Address ______

City or Town ______ State or Province ______

Nation NETHERLANDS

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

MANAGEMENT AND COMPUTER EDUCATION FOR WOMEN - RE-ENTRY

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. WOMEN WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

TRADE UNION

6. Basic characteristics of service area

A. LOCAL geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

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TRANSLATION

Management and Computer Education for Women - Re-Entry

A. Setting

The position of women in the work force in the Netherlands is relatively bad in comparison to that of men. There are less women participating in the work force, and higher unemployment than men have.

It can also be said that there is a large amount of hidden unemployment among women. That is to say, there are many women who would like to work, but who do not take the trouble of registering themselves as seeking work, in light of the poor conditions in the job market.

It is still difficult or impossible to combine paid work with raising children or housework. A growing group of women do not want merely unpaid tasks, but also a paying job. More and more women want to enter the work force after a period of caring for children and/or the household.

A lack of relevant training and recent work experience, however, form for many a large barrier to finding a job. Especially older women have a lack of training and relatively little, or dated, work experience.

In the Seventies, large groups of women began to make up their lack of training. The success of the Open School, the Day-Middle-Level (MAVO) and Pre-Professional Level (HAVO) High Schools bear witness to this. In the job market, however, it seems that a general course of training alone is not sufficient,

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and possibilities for getting training at the level of an entry-level qualification are hardly available for this group. In order to meet the needs of women who fell into this gap, the Women's Trade Schools were founded.

In 1984 the first school, the Alida de Jong School in Utrecht, opened its doors. The founders were the Women's Union FNV[1], the Foundation for Experimental Job Positions, and the Union for Work. At present there are six so-called women technical schools in the Netherlands, in six cities spread throughout the entire country.

This case history is based in information from both the Lena de Graaf School in Den Haag and the Alida de Jong School in Utrecht. Both schools offer training in the areas of management and information science.

Besides the six Women's Trade Schools mentioned above, management training is also provided by, among others, the Women and Work Shops.

The Lena de Graaf School is open to women from the city of Den Haag and the surrounding area. The criterium for inclusion in this area is a travel time not exceeding a total of one and one-half hours per day.

Den Haag is the third city of the Netherlands and the capitol of the province of South-Holland. The government of the Netherlands has its seat in Den Haag.

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[1] FNV: Federation of Dutch Trade Unions. FNV appended to a union name indicates that the union in question is a member of the federation--much like American unions append "AFL-CIO" to their names.

Den Haag is situated on the North Sea and thus belongs among the most important tourist attractions in the Netherlands.

B. OUTCOMES

1. Goals

One of the goals of the Lena de Graaf School is to create new employment possibilities for women in fields in which women are underrepresented. This is the case in small business, and also in information science. The school has therefore chosen to offer training directed towards founding their own business, as well as training in information science.

At the Lena de Graaf School, an explicit assumption is that adult vocational training for women must be imbedded in an emancipatory attitude and goals: vocational training serves to make it possible to acquire a place in the job market, so that women can become economically independent.

The training program in Management, which is central in this case history, has as its goal to prepare women for founding and running their own - if not a collective - profitable company. The training is directed towards women of 25 years of age or more with insufficient work qualifications, who wish to found or take over a company, either alone or with others. The training requires that they can produce a well-designed plan before they start their training. At the same time, it is expected that they have a realistic picture of their future life as a business-person. They are expected to possess the technical diplomas which, depending on the field, might be required, but otherwise there are no specific requirements for prior training or work experience.

During their training, the course participants learn to systematically work out a plan for their own business. They learn a number of skills which are necessary in order to function as an independent businessperson, and they are prepared for the middle school examination.

2. Benefits

After the first year, an evaluation of the progress and the results of this first year was conducted.

The training course "Own Business" began with 42 participants, divided into two groups. Six participants left the program early. Two women stopped right at the beginning of the program: one women was admitted, but never started, and one woman left after two weeks because she had expected a different kind of program.

From the other four women, two stopped for medical reasons; no reasons were available from the other two. More than in the information science courses, these two groups in the program "Business Management" were very heterogeneous in respect to age and prior training. These differences were used during the course in order to broaden the horizons of the women and to increase their interest. Some women had a clear picture and perspective of their future profession. They consciously chose to start a certain particular company. On the other hand, others had a more vague idea of the content of "to start a business oneself." For them it was at least clear that they wanted to work outside the home, in contrast with what they had done before.

36 participants completed the program; 31 of them received a certificate. The other five were absent too often. The participants were able to take part in the national Middle School Examination. 29 participants took advantage of the opportunity, and 23 earned a diploma, with an average grade almost an entire grade higher than the national average. The success rate of the participants from the course "Business Management" was also significantly higher than the national average: 83% as opposed to 70%.

For the discussion of the job market position of the women who completed the course, the following division can be used: women with their own business, women who (want to) work in salaried positions, and women who are still in the planning phase.

--women in their own business:

Ten women work in their own company. Seven of them started a business on their own, or took own over. The kind of business varied from a East Indian store to a software bureau. Three women could be described as "spouses helping in a family business;" they work in their husband's company. They take care of administration and/or bookkeeping for the company, for example. The women who have begun working indicate that they have begun to think in a more structured and commercial manner.

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--women who (want to) work in salaried positions:

Four women distanced themselves from the idea of founding their own business. They would rather work in a salaried position. Two of these four have found a regular job in the meantime. They are working in their "old" professions, but have begun to work at a higher level. The other two are still looking for a job.

--women in the planning phase

The rest of the women have not yet begun their own business, but they are more or less actively engaged in planning their company. A number of them are taking further training, which is directed toward having their own business, by taking courses towards a technical diploma, for instance.

The participants generally evaluated the training which they received at the Lena de Graaf School as a positive experience. They indicated that they not only learned quite a bit of new material, but also experienced personal change.

Their positive attitude vis-á-vis their training also becomes apparent through their enthusiasm at the returnees evenings organized by the school.

C. Process

1. Planning

The programs were developed by the women from the Foundation for Vocational Training--Women's Union FNV, working with the staff of the Lena de Graaf School.

The starting point for instruction at the Lena de Graaf School is that the component of technical knowledge and ability in the field is integrated into the personal and social preparation for a professional career.

During the training, the following were kept in mind:

- that plans for the to-be-founded business were to be worked out systematically;
- the abilities and techniques necessary to be a businessperson;
- the subjects which are required to take the test for the middle school diploma.

The training takes ten months, 2½ days per week.

2. Methods

Within the various portions of the program, different methods were used.

The units "Business Plan Development" and "Training and Advisement" offer the opportunity to learn from experience.

"Business Plan Development" has as its goal that at the end of the year, each participant presents a realistic business plan. In this subject, the material for the middle school diploma is adapted to the situation of the small business.

The unit in "Training and Advisement" has as its goal:

a. to develop further personal skills and techniques which are necessary for the small businessperson;

b. to make help available so that the beginning businesspeople

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are as well prepared as possible.

Among others, tutoring, skill training, thematic instruction, excursions, and a probationary period of two weeks are used to attempt to reach these goals.

Within the other five subjects, the goal is to acquire the middle school diploma. The content of the courses is then also essentially fixed.

The instructional method can be described as "directed towards apprentices;" special attention is paid both to the individual participants and the group processes.

3. Improvement

Evaluations are conducted together with the participants during the courses, as well as after the probationary period, and at the end of the one year training period. This happens once with the individual participant, and once with the whole group in the subdivision "Training and Advisement." Moreover, in each subject each group holds evaluation discussions, and the staff of the department naturally holds evaluations at the end of the year.

The individual evaluation covers both the process (how did the participant develop, etc.) and the product (what are the "measurable" results).

The results of the evaluations are used in the programs for the following course year. Unfortunately, no copies of the evaluations were available to us. The schools are so young that they are not yet entirely prepared for the numerous inquiries from researchers and students.

The evaluation reports, as they now exist, are limited to reports in the minutes, and these are naturally not available for external use.

4. Participation

Advertising to attract participants is done, among other things, by:

- advertising in regional daily and weekly newspapers;
- posters and folders in community centers, Open School projects, foreign women's organizations and in the Regional Employment Offices;
- writing to members of the Vrouwenbond FNV;
- organizing informational meetings (occurring yearly) for each course;
- word of mouth advertising;
- information in women's centers in diverse (regions of the) provinces.

In light of the fact that there are many more applicants than can be admitted, there is a selection process. Specifically, women with disadvantages have priority in admission. This mostly includes women who have little chance of obtaining a job in the work force, due to a lack of training, little recent work experience, higher age, etc. Women who already have completed professional training or have extensive recent work experience generally are not admitted. Some recent learning experience is desireable for all of the programs so that the speed of the course can be maintained.

Selection is based on application forms and an interview. This interview is conducted with the applicant by two of the teachers.

In the first year the Alida de Jong School was open, there was a waiting list of 400 women. The size of the current waiting list is unknown to us.

The placement decision is made using a number of criteria, such as: desire for admission; age (there is no maximum age, so that women over 40 can also be considered for professional training); prior training; desire for economic independence; the motivation of the woman in question; their concept of the profession and how they intend to organize the practical details both at home and at work. Non-native-born and handicapped women receive preferential treatment in the sense of positive discrimination.

D. Input

1. Participants

In the first year, 42 students took part in the "Business Management" course, with widely varying beginning levels. The age of the participants varied between 28 and 48. The majority of the women had prior training at the level of the Lower or Middle Technical High School (LBO or MBO). Most were married and had to take care of a number of children. Their work experience was also quite varied; in general, however, these were women who had been unemployed for quite some time.

2. Needs

The training program in business management is built up from the most basic elements on. The school had to devise a way to give this type of program a structure. The decision was to base a large part of the program on the preparation for the middle school examination. This resulted in a very tight time schedule, with the requirements of both preparing for the examination and developing one's own business plan in conflict with each other. Developing the business plan was at a disadvantage here. The pressure of the examination weighed more heavily for many participants.

During the evaluation of the course, some of the participants suggested that the training be expanded to a two year course: the first year directed towards the middle school examination and the theoretical courses, and the second year towards the development of the business plan.

The Women's Trade Union took into account the special needs of the target group as a whole. These help to shape the specific character of the Women's Trade Schools. The school specifically takes into account that many women have family responsibilities.

For this reason, the class times are adjusted to match with the regular elementary school schedule. The vacation schedule also matches that of the schools in the province of South Holland.

There is a day-care center connected to the school, where children up to four years of age can be cared for. The center is located in the same building.

There is no tuition. The participants only pay book and examination costs. In certain circumstances, it is possible to receive reimbursement for travel costs.

3. Staff

The course in Business Management is offered by five teachers. Four of them have a teaching credential, while one has Higher Technical High School (HBO) training. The administrative staff of the Lena de Graaf School consist of a bookkeeper, an administrative assistant, and a secretary. The school is run by a (female) director. Three women work at the day-care center.

4. Content

The program in Business Management, as noted above, consists of three subparts. The subject matter for the middle school examination consists of the following:

- Dutch

Business correspondence, advertising, and other aspects which are of importance to a businessperson are included here, but also technical items such as spelling, interpretation of texts, grammar, etc.

- Salesmanship

This subject consists of four subparts:

a. In the introduction, business is the topic: its development, various forms, and the importance of the small and mid-sized business.

b. In the subpart on marketing, consumer behavior and its changes are examined. Means and importance of market research and marketing are also treated.

c. The tools of marketing which the retailer has at her disposal are the topic of the third subpart: assortment, location, presentation, personnel, promotion, and price.

d. The final subpart deals with forms of cooperation among smaller and mid-sized companies.

- Business economics

This subject also consists of a number of subparts:

a. The advantages and disadvantages of the various business types and the variation in liability, profit distribution, and fiscal position of each are discussed.

b. Various methods of figuring costs, cost price, and sales price are discussed.

c. The subpart on financing deals with defining the necessity for capital and capital acquisition. Concepts such as solvency, profitability, liquidity, cash flow, and supplier's and bank credit are introduced.

d. Arithmetic is included as the base and reinforcement of business economy.

- Business administration

In this subject, the women learn to set up their own bookkeeping and administration system. At the same time, a number of theoretical and practical lessons in computer bookkeeping are given.

- Law

The goal of this subject is to disseminate knowledge concerning all types of laws and business practices which play a role in small and mid-sized businesses. Among other things, the following are examined:

- what business is;
- how Dutch law is involved;
- what supporting organizations are available for small and mid-sized businesses;
- the effect of the social security system;
- several units on tax law and economic policy.

Besides the subjects for the middle school examination, above, the following subjects are also included:

- General Economics

The goal of this course is to give the participants some insight into general developments in society. Topics which come up are: unemployment; inflation; economic policy; job market situation; automatization; etc. The significance of developments in these areas for women is always included in the discussion.

- Business Plan Development

The goal of this subject is that, at the end of the course year, each of the participants should present a realistic business plan. In this course, the material for the middle school examination is adapted to one's own business.

The business plan consists of a number of subparts, which are discussed and worked out step by step. Included are:

> goal of the business;
> legal form;
> knowledge of the market;
> location;
> internal organization;
> financing.

- Training and Advisement

This subpart of the training program has as its goal the development of personal skills and techniques which a businessperson needs in order to develop further, as well as to offer assistance program to enable the participants to function optimally as businesspeople. This is done by, among other things:

> academic advisement;

> skill training;

> diverse topics;

> field trips;

> investigation of practical applications.

During this last section, the participants are subject to a probationary period of two weeks. The idea is that research should be done in pairs, directed towards a specific aspect of running a business. For this purpose, various businessmen and businesswomen are interviewed. The information obtained is written into a report, which is presented to the other participants.

5. Finances

The staff of the women's technical schools is paid according to the salary scale which is incorporated into the Collective Bargaining Agreement for Social Services. Depending on their age and experience, the teachers in the subject of "Business Management" are assigned between scale 37 and scale 43 of this agreement. In real numbers, this means that the salaries lie between Hfl. 4357.00 and 4885.10 per month, gross. The salaries of the school administration and its staff were not available.

6. Facilities

Both the Lena de Graaf School and the Alida de Jong School have a facility which was used in the past as an elementary school. One room in the facility was remodeled such that the children of the participants could use this room as a day care center.

The department of Business Management has control over three rooms in the building.

E. Evolution

As mentioned under "A. Setting" above, women's technical schools are a new institution in Dutch society. For the reasons for their development, see that paragraph.

F. Influences

From the developmental history (see A. Setting, above) it becomes clear that the schools developed under the influence of the second wave of feminism. The Women's Union FNV came into existence due to the increasing feminization of society.

In the choice of certain forms of instruction, among others the increasing use of learning by experience, role-playing, etc., the influence of social/cultural education in the Netherlands becomes noticeable.

Since the school wishes to be oriented towards the job market, influences from that area should leave their mark on the future planning within the women's technical schools. Furthermore, the current wave of automatization, as well as the more optimistic economic situation, should influence the course offerings.

GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordin~~ators and~~ will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.